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ABSTRACT

This volume is the second in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program plans, and understanding special needs. The book's four sections focus on the instruction of students with a range of developmental disabilities. Section 1 considers motor development, handling and positioning students with physical disabilities, augmentative and alternative communication, instructional strategies, task analysis, and assessing and communicating student growth. Section 2 provides information and a variety of checklists related to foundation skills including communication skills (i.e., receptive, expressive, social, articulation, and vocabulary) and gross and fine motor development skills. Section 3 is on subject area learning, with information, checklists, and scope and sequence charts for mathematics, reading, and writing to Grade 6. Section 4, on life skills, offers charts, checklists, and information about basic life skills by domain--domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, and career development. An annotated list of 40 teaching resources and a list of publishers' addresses complete the guide. (Contains 21 references.) (DB)

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Essential and Supportive Skills for Students with Developmental Disabilities

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2

Essential and Supportive Skills for Students with Developmental Disabilities

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Counsellors	✓
Parents	
General Public	

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- Members of the Special Education Advisory Committee representing:
  - Alberta Association for Bright Children
  - Alberta Association for Community Living
  - Alberta Home and School Councils' Association
  - Alberta School Boards Association
  - Alberta Teachers' Association
  - College of Alberta Superintendents
  - Council for Exceptional Children (CEC), Alberta Federation
  - Learning Disabilities Association of Alberta
  - Premier's Council on the Status of Persons with Disabilities
  - University of Alberta, Department of Educational Psychology
- Focus group participants from:
  - Black Gold Regional School Division No. 18
  - Wolf Creek Regional Division No. 32.
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- The Special Education Branch, British Columbia Ministry of Education.
- The staff of the Special Education Branch of Alberta Education for their contribution to the development, production and distribution of the series.
- All the individuals and groups who reviewed the field test draft and provided thoughtful suggestions and comments.

Introduction to the Series

Programming for Students with Special Needs is a series developed in response to a needs assessment survey conducted by the Special Education Branch of Alberta Education in the Spring of 1992.

The information provided by survey respondents has been used to guide the nature and content of the series. The respondents indicated the need for practical suggestions about instructional strategies, classroom management, preparing individual program plans and understanding the nature of special needs. They also wanted information about the availability of special education resources.

The following books are included in the series. The information in each book is interrelated and can be used to provide instruction to all students.

Book 1: ***Teaching for Student Differences***
Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It includes ideas for varying instructional time, the learning environment, resources, materials, presentation, assignments and assessments to accommodate students with diverse needs. This book contains instructional strategies for core subjects as well as by categories of differences; i.e., learning disabilities, behaviour disorders and gifted and talented. A variety of useful forms to assist teacher planning is found in the appendices.

Book 2: ***Essential and Supportive Skills for Students with Developmental Disabilities***
Includes:

- developmental checklists for communication skills; i.e., receptive, expressive, social, articulation and vocabulary
- checklists for gross and fine motor development, including colouring, graphics, manuscript printing and cutting
- charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development)
- checklists for mathematics, reading and writing to Grade 6
- an annotated list of other teaching resources.

Book 3: ***Individualized Program Plans***
Contains a process for IPP development and strategies for involving parents. This book provides information on writing long-term goals and short-term objectives along with case studies and samples of completed IPPs. It addresses transition planning and features forms and checklists to assist in planning.

Book 4: ***Teaching Students Who are Deaf or Hard of Hearing***
Includes information on the nature of hearing loss and the various communication systems which may be used. The book contains information on amplification, educational technologies, program planning and teaching strategies.

Book 5: *Teaching Students with Visual Impairments*
Is under development in collaboration with the British Columbia Ministry of Education. The expected release date is Spring 1996.

Book 6: *Teaching Students with Learning Disabilities: Classroom Strategies*
Is under development in collaboration with the Elk Island Public Schools Regional District. The expected release date is Spring 1996.

Programming for Students with Special Needs is not intended to be a complete authority on the many disciplines associated with the education of students with special needs. In providing instruction to students with special needs, staff should utilize the support services available in their jurisdiction.

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Introduction

This book is intended to help teachers provide instruction to students with a range of developmental disabilities. It is best used in conjunction with Book 1 *Teaching for Student Differences* and Book 3 *Individualized Program Plans* in the *Programming for Students with Special Needs* series.

The material in this book is organized in four main sections. Section I, General Information, discusses the following topics:

- motor development
- handling and positioning students with physical disabilities
- augmentative and alternative communication
- instructional strategies for teaching students with developmental disabilities
- task analysis
- assessing, evaluating and communicating student growth.

Section II, Foundation Skills, provides checklists related to skills considered basic to future learning. Section III, Subject Area Learnings, offers information, checklists and scope and sequence charts for mathematics, reading and writing. Information about spelling is also provided. Section IV, Life Skills, offers charts, checklists and information about skills essential to personal well-being that support the knowledge, skills and attitudes all students are expected to learn.

The checklists in sections II, III and IV provide possible assessment items for instructional program planning. The skills in many of the checklists are provided in developmental sequence. However, it is important to remember that not all students develop skills in the same sequence and that some students may demonstrate higher-level skills without establishing competence in lower-level skills.

A number of resources have been annotated to complement the checklists (page ESS.239). It is important that teachers consult a wide range of resources in determining instructional programs for students with developmental disabilities. The Alberta Education programs of study and curriculum support materials should be the starting point for all program planning.

Section I
General Information

Motor Development

Understanding basic motor development is useful when setting functional goals for students. Motor control is developed in the following progressions:

- from head to toe:
  control of movement begins with the head and neck and continues through the shoulders, trunk, hips and legs; e.g., students achieve ability to keep rhythm to music with their heads before their feet

- from central to peripheral:
  shoulder control is a prerequisite to lower arm and hand control; e.g., students can shrug their shoulders before they can snap their fingers; similarly, hip control is a prerequisite for gaining lower limb control

- from gross to fine:
  movements using large muscle groups precede the development of fine motor movements using smaller muscles; e.g., students make large sweeping movements with a poster paintbrush before writing within lines

- from symmetrical to asymmetrical:
  children initially move both limbs in the same pattern at the same time before learning to break up the pattern to move asymmetrically changing both the timing and the actual movement; e.g., a toddler learns to walk with both hands held up before learning to swing the arms alternately; similarly, a student fingerpaints with both hands sweeping in mirror images before using scissors in one hand and turning the paper with the other

- from reflexive, to automatic, to voluntary:
  infant reflexes evolve into more controlled movements that are further refined throughout childhood; e.g., primitive first steps become normal walking and can be refined to dancing, skipping and gymnastics

- from stability to mobility:
  whether lying, sitting or standing, postural control (stability) is required before superimposing movements such as rolling, creeping, crawling and walking (mobility); e.g., children rock back and forth on their hands and knees before crawling.

Fine Motor Control

Manipulation skills are the basis for further development of functional activities such as colouring, graphic skills (manuscript printing) and cutting. Control is dependent upon stability in sitting, and develops outward from the trunk into the shoulder, elbow, wrist, hand and finally into individual finger movement. Control is developed in the following progressions:

- **Phase 1 — Reach**
  the child uses large arm movements for reaching and for opening and closing the hand to grasp objects.

- **Phase 2 — Grasp/Release**
  the child bends and straightens the elbows, turning the forearm to grasp and release objects. Although unrefined, the child begins to use individual fingers for pinching and gripping.

- **Phase 3 — Gross Control**
  the child develops wrist and individual finger movements to achieve finer control when positioning and moving smaller objects; e.g., writing implements, beads, buttons, early scissor skills.

- **Phase 4 — Refined Control**
  continuing differentiation of the finger joints and wrist for manipulating small objects, drawing, writing and colouring. The child begins to grasp with the thumb, first and second fingers (tripod grasp).

- **Phase 5 — Complexity**
  the child develops complex coordination, including tiny bending and straightening of the finger joints and use of the tripod grasp when writing. The child gains hand stability by using the fourth and fifth fingers to allow localized finger movements.

The maturity of the student's eye-hand coordination also affects the ability to draw, colour, cut and use writing implements.

The checklists Gross Motor Development (page ESS.73) and Fine Motor Control (page ESS.79) are appropriate for students who:

- appear to be developing normally
- have mild general developmental delays
- show clumsy movements or awkward gait.

These checklists should not be used with students who have medically diagnosed physical disorders such as cerebral palsy, muscular dystrophy or spina bifida. These students tend not to follow the usual sequence of development. They may exhibit abnormal movements and postures. In these instances it is recommended that a physiotherapist or an occupational therapist familiar with pediatric development be consulted.

Handling and Positioning Students with Physical Disabilities

It is important to consider the handling and positioning of students with physical disabilities. Handling is the physical manipulation of a student, while positioning is the alignment of specific body parts (or the entire body) to the most desirable postures. Effective handling is essential for optimal positioning.

Proper handling and positioning give students the best control over their own movements. Students who are handled and positioned properly are better able to participate in and focus their attention on the instructional program.

Because no two students with physical disabilities are the same, handling and positioning methods need to be individualized. Even when students have the same diagnosis, they may not have the same positioning and handling needs. Staff will want to consult with parents and physiotherapists and/or occupational therapists to establish specific handling routines and appropriate alternative positions. Discuss positions that should be avoided, what the student's cues or prompts are, and the level of assistance the student can provide.

General Lifting/Transferring Guidelines

Using correct methods when handling students will avoid injury to both students and staff members.

Staff Safety

- Decide if the lift requires one or two people. It two people are required, decide who will be the lift leader. The leader ensures both lifters are positioned properly and ready to perform the lift together; e.g., "On the count of three." The leader is usually at the upper half of the body with the greater load.
- Dress appropriately, avoiding open-toed, loose-fitting or high-heeled shoes and flowing skirts.
- Plan ahead: remove obstacles and prepare the area for the move; e.g., lock the brakes on the wheelchair, fit the commode to the toilet. Think through the steps of the move, minimizing the distance to be travelled.
- Stand close to the student and separate your feet for better balance.
- Bend at the hips and knees, keeping your back straight.
- Grasp the student firmly, controlling the head, shoulders and hips.
- While holding the student close to your body, straighten your legs in a smooth, steady manner and avoid twisting your upper body.

- Give consistent cues and prompts to the student to avoid confusion.
- When lowering the student, stand close to the equipment the student will be placed on, straightening your arms and bending your legs in a slow steady manner with your back straight.

Student Safety

- In order to gain the student's cooperation, the student should be in agreement with the move.
- Tell the student when a move is planned rather than grasping the student without warning.
- Ask the student to assist with the move in a prearranged manner. The student should help as much as safety guidelines allow; e.g. lock brakes, unfasten seat belts, grasp support, lean forward. Allow time to respond to your cues.
- Support the student's weight securely around the trunk. Prevent arms and legs from flailing.

Positioning

Some students require help changing positions. Spending long periods of time in the same position is not only uncomfortable but can lead to serious problems like pressure sores, shortened muscles, deformities and impaired respiration, circulation and digestion. All students with physical disabilities should spend time in a number of therapeutically approved positions each day. Some positions may also give students a chance to use muscles that are under developed.

General Guidelines

- Generally, the student's position should be changed every half hour. An hour is the longest a student should stay in one position, unless specified by an occupational or physiotherapist.
- A change in place is not the same as a change in position. A student who has been sitting in a wheelchair could switch to a standing position or prone-lying position over a wedge to allow the hips to stretch out and remove pressure from the buttocks, thighs and back.
- Grasp the student firmly, controlling the key points of the body: the head, shoulders and hips. Discourage the student from stiffening by using relaxation techniques prescribed by an occupational or physiotherapist (gentle tone of voice, slow stroking, etc.).
- Students with little postural tone require complete support and should be held firmly around the trunk, not pulled by the limbs.

Positioning in Wheelchairs

- Place the student's hips as far back in the chair as possible. If necessary, lean the student forward and pull the hips until they reach the back.
- Generally, hips should be bent to a minimum of 90 degrees (with the exception of hip joint limitations; e.g., contractures).
- Fasten the seat belt or pelvic strap snugly across the hip joints.

- Bring the shoulders and upper arms forward and inward, fastening the chest and shoulder straps if prescribed.
- Position the legs a hip width apart with the feet securely supported (and fastened, if prescribed) on the footrests.
- Ideally, students should be able to bring their heads into the midline and tuck their chins downward.
- Don't add additional straps to a wheelchair without professional consultation.

Side-lying Positioning

- Roll the student onto the side, placing the back against something firm and stable.
- Bend the upper leg to a 90 degree angle at the hip and knee and support it with a wedge or pillow.
- Place a wedge or pillow under the head to maintain neck and spine alignment and flex the neck forward while tucking in the chin.
- Bend the lower arm comfortably and move the upper arm forward so it is free to reach.
- Alternate sides.

Prone Wedge Positioning

- Roll the student onto the stomach.
- Lift the upper body by placing your arm across the student's chest while keeping the arms extended over the head.
- Place the student on a wedge so that both arms are over the edge of the wedge. The student's hands or forearms should touch the floor.
- If supplied, place a pommel/abductor wedge between the upper legs to discourage scissoring. Fasten all appropriate straps.

Augmentative and Alternative Communication

There are a number of strategies to help students with disabilities communicate effectively and efficiently.

Augmentative communication is the use of aids or techniques to supplement existing vocal or communication skills; e.g., a student with cerebral palsy who has limited speech may use pictures to communicate.

Alternative communication refers to the communication methods used by a student who cannot speak or write in traditional ways; e.g., a student who is deaf may use sign language to communicate.

Non-disabled speakers communicate at a rate of about 150–250 words per minute. Individuals using augmentative or alternative communication systems usually communicate at a rate less than 15 words per minute. This will affect the choice of teaching and questioning strategies.

It is important to teach communication skills that are directly relevant to the student's life. Specific learner expectations for communication programs will vary for individual students; e.g., one student may use a communication board with pictures, while another might point to words. Where possible, a combination of modes will enhance a student's opportunities to communicate.

There are three main components to an augmentative and alternative communication system model:

- *Access* is the way the student selects the message; e.g., the student may touch a computer screen with a finger or an elbow to activate the electronic voice.
- *Process* is combining symbols and/or pictures and/or words to compose the message.
- *Output* is the way the message is sent to the intended receiver; e.g., synthesized speech.

Advice and assistance regarding augmentative and alternative communication are available from the agencies listed below.

Service Agencies
Alberta Children's Hospital
1820 Richmond Road S.W.
Calgary, AB T2T 5C7
Telephone: (403) 229–7044

Alberta Family and Social Services
(Consult the local telephone directory.)

Assistive Devices Service
c/o Glenrose Rehabilitation Hospital
Department of Communication Resources
10230 – 111 Avenue
Edmonton, AB T5G 0B7
Telephone: (403) 471–2262

Coordinated Assessment Services for the Exceptional (C.A.S.E.)
Crystal Park School
9351 – 116 Avenue
Grande Prairie, AB T8V 6L5
Telephone: (403) 539–0333

Edmonton Public Schools
Consulting Services
Belvedere Office
13359 – 62 Street
Edmonton, AB T5A 0V5
Telephone: (403) 473–5616

Regional Educational Assessment and Consultation for the Handicapped (R.E.A.C.H.)
Calgary Board of Education
Emily Follensbee Centre
5139 – 14 Street S.W.
Calgary, AB T2T 3W5
Telephone: (403) 777–6983

Technical Resource Centre
Society for Technology and Rehabilitation
200, 1201 – 5 Street S.W.
Calgary, AB T2R 0Y6
Telephone: (403) 262–9445

Symbol Sources

Everyday sources are store catalogues, dairy companies, newspaper food flyers, children's books, magazines, photographs and on-the-spot drawings.

A sampling of commercial sources follows:

ATTAINMENT COMPANY, INC. – P.O. Box 930160, Verona, WI, 53593–0160, USA
Telephone (608) 845–7880

BLISS – EBSCO Curriculum Materials, Box 11542, Birmingham, AL, 35202, USA

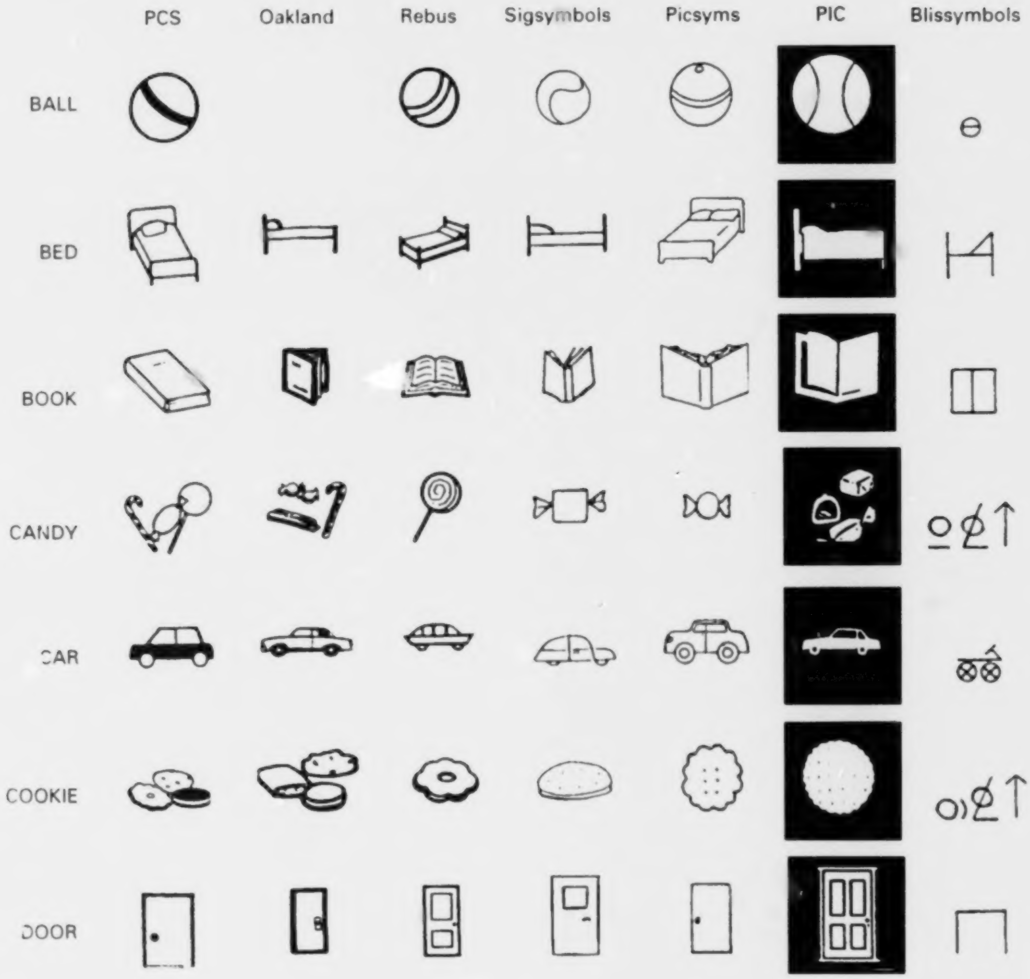
CORE PICTURE VOCABULARY – Don Johnston Developmental Equipment, Inc., P.O. Box 639, 1000 North Rand Road, Building 115, Wauconda, IL 60084–0639, USA
Telephone 1–800–999–4660

PICSYMS – Baggeboda Press, R.R. 1, P.O. Box 2315, Unity, ME, 04988–9716, USA

SELF-TALK – Photo Sticks, Photo Cue Cards, Peel and Put, Pictures Please, c/o Communication Skill Builders, a division of the Psychological Corporation, 3830 East Bellevue, P.O. Box 42050–CS5, Tucson, AZ, 85733, USA
Telephone 1–800–387–7278

Pictogram samples and sources are included on the following pages.

Examples of Pictograms[1]


PCS
Oakland
Rebus
Sigsymbols
Picsyms
PIC
Blissymbols
BALL
BED
BOOK
CANDY
CAR
COOKIE
DOOR

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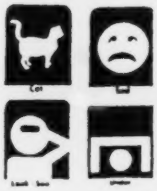
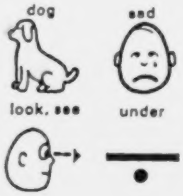
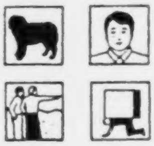
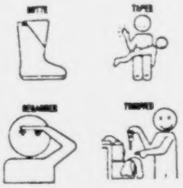
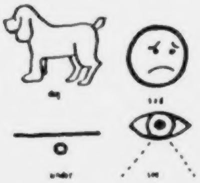
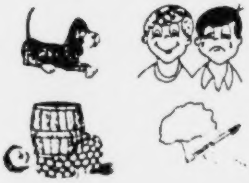
[1] From *Augmentative communication: an introduction* (p. 93), 1986, Rockville, MD: American Speech-Language-Hearing Association. Reprinted with permission.

Pictogram Samples and Sources[2]

SYMBOL SET/ DISTRIBUTOR	EXAMPLES	QUANTITY/ SIZE	COMMENTS
PICTOGRAM IDEOGRAM COMMUNICATION (PIC) Developmental Equipment P.O. Box 639 Wauconda, IL 60084		400 2 × 2 5/8 × 5/8	White foreground pictures on black background intended to minimize figure-ground discrimination for persons with visual impairment; includes cards and stickers.
PICTURE COMMUNICATION SYMBOLS Mayer-Johnson Company P.O. Box AD Solana Beach, CA 92075		1800 1 × 1 2 × 2	Simple line drawings organized by categories in binders (See description in this chapter).
TOUCH 'N TALK Imaginart Communications Products P.O. Box 1868 Idyllwild, CA 92349		420 1 1/2 × 1 1/2 5/8 × 5/8	Simple black-and-white line drawings representing a variety of language concepts; pressure-sensitive stickers, with doubles presented of most commonly used pictures.
COMMUNIMAGE Asso. de Paralysie Cerebral du Quebec 525 Boul. Hamel Est Quebec, QC G1M 2S8		600 3/4 × 3/4 1 1/4 × 1 1/4 2 × 2	Black-and-white line drawings are presented with French labels; target audience is children age 3-10 years; 26 categories are included.
OAKLAND PICTURE DICTIONARY P.O. Box 639 Wauconda, IL 60084		500+ 1/2 × 1/2 1 × 1 2 × 2	Simple black-and-white line drawings divided into 20 categories; includes alphabetical and categorical indexes.
PEEL AND PUT Communication Skill Builders 3830 East Bellevue Tucson, AZ 85733		880 2 × 2	Color illustrations on pressure-sensitive stickers; categories represented include nouns, verbs, prepositions. Indices list by sound, language concept, category.

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[2] From *Communications programming for persons with severe handicaps: vocal and augmentive strategies* (pp. 193–194), by C. R. Musslewhite and K. W. St. Louis, 1988, Boston, MA: College Hill Press. Reprinted with permission.

Augmentative Communication Devices and Alternate Keyboards[3]

Communication Boards and Symbols

Communication boards usually involve a grid system of squares containing symbols or pictures (pictograms). The number of squares can range from two; e.g., for "yes" and "no," to 26 for the alphabet, to 400 or more that can be combined to form complex messages.

They can be as small or as large as the student can stretch, made of paper, laminated cardboard or fitted into a commercial plastic holder. A student can have an all-purpose board or several to fit a variety of situations; e.g., curriculum themes. It is also possible for one student to have a variety of communication devices ranging from electronic speech output boards, to pocket picture wallets, to the use of natural speech with close friends and family members.

Electronic Devices

There is a wide range of electronic products available and there are rapid technological advances in this field. Although it is not possible to list them all, they include:

- small, hand-held keypads, with various options including screen displays, printout and voice output
- hand-held picture display devices with voice output
- programmable keyboards of various sizes, with or without voice output
- electronic picture communication books with voice outputs
- user-programmable devices which may include auditory scanning.

Home computers can also be adapted to include touch screens, expanded keyboards and overlays that require a lighter, less-precise touch.

Pointing and typing aids, such as headsticks, mouthsticks, handsplints and optical light beam devices are also available.

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[3] From "Getting started with augmentative communication," by N. A. Chedd, 1995, *Exceptional Parent, 25*(5), pp. 34–35. Reprinted with the expressed consent and approval of *Exceptional Parent*, a monthly magazine for parents and families of children with disabilities and special health care needs. Subscription cost is $24 per year for 12 issues; call 1–800–247–8080. Offices at 120 State Street, Hackensack, NJ 07601.

General Considerations for Communication Systems

Consider the following before choosing a communication system.

- What is the age and diagnosis of the student?
- What are the student's physical limitations?
- What is the student's hearing status?
- What is the student's visual status?
- Does the student have the ability to imitate speech and gestures?
- Is the student displaying the intent to communicate; e.g., eye contact, pointing?
- Is the student motivated and interested in communicating?
- Does the student have the motor dexterity required for manual signing?

For help determining the most appropriate communication system, see a speech-language pathologist.

Alternate Keyboards

Technology is an increasingly popular resource for students with disabilities. When looking at the area of written communication, there is a range of technologies from "low-tech" options such as typewriters, to more complicated word processing units and computers. It is important to consider the student's individual needs for written output. A highly complex computer system may not be indicated in all cases.

Remember to consider the time required for evaluation and training, the feasibility of classroom implementation and the support that the technology may require. Some software lacks the adaptability required for students with special needs.

Computers can be used:

- as alternative communication tools to help students participate more effectively in their educational programs
- for cognitive training or retraining
- for visual perceptual training
- as tools to compensate for difficulties in the manual production of written work
- for recreational, reward or motivational purposes.

Computer technology can provide opportunities for students to work more independently in the classroom.

Alternate keyboards may be useful for students who:

- display difficulties producing written work to an acceptable level, including the quality and volume of work completed
- have visual impairments, to help with note-taking and written assignments
- have learning disabilities that require both alternate keyboards and computer technology to help with organizing and sequencing large quantities of information (particularly older students)
- need help improving eye-hand coordination, visual memory and motor planning skills required to manage materials.

When Choosing Alternate Keyboards, Consider:

- devices that are simple to set up, operate and maintain
- the availability of device(s) for trial use
- portability within the educational setting and between home and school
- whether or not keyboard needs to be interfaced with any computer system at home or at school.

When Choosing Software, Consider:

- that the software should be developmentally appropriate and able to provide for gradual and/or successive increases in skill levels within the material presented
- if the software can be accessed through a variety of means; e.g., switches, joysticks, mouse
- if the software can be adapted for specific learning objectives; e.g., response rates, feedback methods.

Possible Hardware Adaptations:

- keyboard modifications: keyguards, key latches
- alternate input devices: expanded and programmable keyboards; e.g., Intellikeys, Unicorn, direct selection pointing devices, Braille keyboards; e.g., Navigator, Braille note-takers; e.g., Braille 'n Speak
- addition of switches.

For help determining the most appropriate communication system, consult an occupational therapist.

The Application of Switches and Battery-powered Toys

Students with physical disabilities may be limited in their opportunities to explore, manipulate and play in their world. However, switches can help. Switches are simple devices that can be attached to a toy or an appliance. Simple switches, that can be activated by the student with physical disabilities, can be used within the classroom for a variety of purposes and may help achieve developmental goals, including:

- Cognitive Goals:
  to understand cause and effect, increase attending skills (both visual and auditory), develop visual tracking and object permanence, encourage persistence and create desire for trial and error, generate discrimination and memory skills and facilitate picture identification.

- Motor Goals:
  to develop increased tolerance of various positions, encourage head control, facilitate reach and grasp, isolate specific motor movements and power mobility.

- Communication Goals:
  to develop choice-making skills, provide ability to relay a single message, encourage the following of simple commands, stimulate motivation and provide initial training of skills needed to activate an electronic communication device.

- Social and Self-care Goals:
  to increase awareness of environment and others, develop independent play skills, decrease non-purposeful and self-stimulatory behaviours and develop self-feeding and toilet training.

Consider:
- what the switch will activate: battery-powered toys, tape recorders, battery-powered lights, computers
- access: ease of switch activation and switch-site selection
- main purpose of switch use
- practicality of integrating the switch into daily classroom programming: simplicity of set up
- the need to provide variety of switch activities: students may become bored with simple toy devices
- interfacing more sophisticated technology with the single switch.

For more information on switches, see the list of agencies provided on pages ESS.7–8 or contact the Canadian National Institute for the Blind, usually listed under that name in local telephone books, or the Telephone Pioneers of America at (403) 493–5547.

Instructional Strategies for Teaching Students with Developmental Disabilities

This section provides an introduction to teaching methods that have been used successfully in providing instruction to students with developmental disabilities. Providing effective instruction to students with developmental disabilities requires that staff use a variety of instructional strategies. Many of the strategies used in regular classrooms are appropriate for students with special needs. A wide range of strategies is provided in *Teaching for Student Differences*, Book 1 of the *Programming for Students with Special Needs* series.

Establishing Classroom Rules and Expectations

The first line of intervention in any classroom is to clearly establish expectations and classroom rules. This proactive strategy will stop or interfere with most problem behaviours before they occur. During the first weeks of schooling, classroom rules and expectations should form the nucleus of initial instruction and should be reviewed frequently in the context of regular classroom routines. The focus of instruction should be to help students:

- comply with instructional and behavioural requests
- learn self-control and self-motivation — moving from external motivation and control to internal monitoring and control. Students with developmental disabilities are more dependent on external, and often artificial, cues and rewards in their task orientation
- learn problem-solving skills in a social and academic setting.

Consequences

A consequence is an action in response to a particular behaviour. Reinforcers and correction are two types of consequences.

Reinforcers

A positive reinforcer strengthens the actions it follows by providing a reward for the action. It provides incentive to perform the skills or behaviours being taught.

It is important to consider reinforcement as an adaptation. All students need legitimate reinforcement, but it is important to guard against overuse. Careless use of extrinsic rewards can undermine students' intrinsic motivation. Students may need extra incentive to get them to begin exhibiting desired behaviours. Start by using potent and even artificial reinforcements and gradually shift to more natural forms. If the skills and activities selected to be taught are interesting, relevant and meaningful to the student, the instructional activities should be highly motivating.

The careful use of positive reinforcement techniques provides the most effective and durable strategy for the shaping of student behaviour. Reinforcers that are individually determined, that are closely related to the desired behaviour and that are immediately and systematically administered are the most powerful reinforcers. Remember that what the teacher thinks the student should value may not be what the student values.

To Determine Positive Reinforcers:

- ask the student
- ask others who are familiar with the student's likes and dislikes
- observe the student over a period of days in natural settings; watch what he or she likes to do, what activities are chosen, what items are frequently asked for
- structure the environment to observe a period of reinforcement in which the student can sample a variety of reinforcers
- use a checklist of reinforcers — teacher made or commercial; if the student cannot read, the teacher can complete the checklist
- use a list of pictures of known reinforcers from a reinforcer menu.

Types of Reinforcers:

- objects — food and other tangible items; e.g., toys, stickers, tokens
- activities/events — listening to music
- social reinforcement — any social behaviour that increases or maintains student behaviour; e.g., praise, smiles, eye contact.

Remember to use a variety of reinforcers whenever possible to ensure potency of those reinforcers.

Reinforcers Should Be Provided:

- immediately
- enthusiastically
- with eye contact
- with a description and demonstration of the desired behaviour.

To ensure that the learning environment is positive, students should receive at least four positive reinforcers for every negative consequence received.

Rules for Delivery of Consequences

Consequences:

- must be delivered within a specified time of the behaviour so that the student connects the two
- must be understood by the student
- must be appropriate to the behaviour; if you want the behaviour to increase use a reinforcer; if the behaviour is not appropriate, teach the appropriate behaviour.

Correction

Negative consequences are intended to decrease the occurence of undesirable behaviours. They can temporarily stop or suppress inappropriate behaviours. They can be useful in teaching a student which behaviours are inappropriate and that undesirable consequences occur following inappropriate behaviour. Negative consequences encourage self-control through the recognition that there is a choice of behaviours and subsequent consequences. Positive strategies help build or increase appropriate behaviours. A type of consequence that assists in the teaching procedure is correction. Correction is used to show the student the "right" way to perform the task. The student is assisted through that portion of the skill which he or she has failed, using the levels of prompting described on page ESS.21 to ensure success. It is important to avoid allowing the student to repeat an error more than once to prevent incorrect learning.

When Delivering Correction:

- use within the specified time (remember to consider the time required to process and put into action due to physical/motor/language processing restrictions)
- use a calm positive manner
- use only as much physical assistance as is necessary
- individualize correction procedures to the student and to the type of task
- use only when appropriate.

Tip

Labelling inappropriate behaviour; e.g., "Don't hit, Don't run, Don't hit your head," only serves to reinforce the behaviour and increase its value (a way to get your attention). Inappropriate behaviours will decrease far more rapidly with the use of correction. Label the appropriate alternative behaviour that is to replace the inappropriate behaviour. For example, use "Please walk in the halls," rather than "Don't run." Then use the required level of prompting to ensure follow through of the required response. Praise students' attempts to use the appropriate behaviour.

For more information on setting up a behaviour management plan, please see Book 1 *Teaching for Student Differences* in the *Programming for Students with Special Needs* series.

Considerations when Making Instructional Adaptations

Any adaptation in sequence, materials and or method that a student uses in natural environments should be briefly explained in the student's assessments, reports or IPPs to ensure that the ability of the student is clearly and accurately communicated.

Types of Individualized Adaptations:

- use or create materials and devices; i.e., enlarged print, switches
- provide personal assistance
- identify levels of assistance
- alter skill sequences; e.g., locate a table, put things down before ordering food in the cafeteria
- adapt rules; e.g., allow peers to push the wheelchair in a relay.

Choosing Adaptations:

- verify the appropriateness and the effectiveness of the adaptation in the environment where it will be used
- choose an adaptation for a particular student in a particular situation; if circumstances change, the adaptation may need to be changed
- avoid overuse to prevent students from becoming dependent on a particular adaptation

- use adaptations that allow participation in environments that are critical for the student; select adaptations after selecting the environments and the activities
- allow the student time to try the adaptation; allow multiple trials.

For more information on adapting programs, please see Book 1 *Teaching for Student Differences* in the *Programming for Students with Special Needs* series.

Chaining

Chaining involves breaking a target behaviour down into its smallest components in order to teach the parts one at a time.

Forward Chaining

The first behaviour in the chain is the first behaviour taught. A chain should begin at the level at which the student is able to successfully learn the first behaviour and should move in successive steps toward the target behaviour.

Backward Chaining

Backward chaining progresses in the opposite direction. The student is physically prompted through all the steps in the chain and then the last step is taught first. The teaching progresses in sequence until all the steps are learned. This method can be useful for linking the natural reinforcement inherent in the completion of the activity with the performance of that same activity.

As with shaping, prompts can be used to encourage the development of behaviours in a chain.

Chaining begins with a task analysis of the target behaviour.

Task Analysis[4]

Task analysis is a process of breaking up a large task into teachable units. The strategy is widely used to provide instruction to students with special needs. Teachers develop task analysis in a number of ways. They may:

- perform the activity themselves and record the steps
- observe students who are demonstrating the steps
- use or adapt task analyses included in curriculum, periodicals or books.

The life skills charts found on pages ESS.144–186 provide a continuum of specific learner expectations related to the general learner expectations used in this document. In some instances, it may be necessary to further analyze a specific expectation and describe it in smaller steps to clarify precisely what the student needs to learn. In programming for students with special needs the degree of specificity in the sequencing of steps will vary. For some students, the steps may be discrete, for others the steps may be more generalized. The needs of the student and the student's familiarity with the task are prime considerations when separating the task into less complex steps.

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[4] From *Training in the teaching research based model*, by H. D. Fredericks. Monmouth, OR: Instructional Development Corporation. Adapted and reprinted with permission.

Planning Instruction Using Task Analysis[4]

Initial planning for specific instruction in a task should specify:

- what the student will be able to do when a particular task is learned
- how the learning will be measured
- the conditions under which the response is to occur
- how well the student will have to demonstrate the learning of the task.

For more detailed planning:

- select a task the student needs to learn
- analyze the task by breaking it into sequential steps
- establish baseline information:
  - guide the student through the task one to three times
  - ask the student to perform the task
  - reinforce the student for being on task, accordingly
  - correct student errors by cuing and directing back to task
- record baseline information for two trials on the first day the student attempts the sequence of steps to achieve the task
- if the student cannot complete any of the steps in the sequence independently, provide instruction and demonstrate the step in relation to the whole task. Sequence groups of similar steps. When a group of steps is completed, they can be reinserted into the whole sequence of steps required to achieve the task.

When the student has performed a step successfully over a period of two of three days, move to another step in the sequence and determine if the student can now demonstrate independence for the entire task.

If the student fails to demonstrate expected behaviour on a specific step in five consecutive sessions, modify the instruction; e.g., additional non-verbal or verbal support; alter wording, timing, cues or materials; add or modify the steps to task analysis.

Students can be assisted in learning the steps for a particular task in different ways. The steps may be linked together in the specified sequence, a reversed sequence or taught as whole. Pages ESS.25–42 provide examples of tasks which were analyzed and recorded in chart form to help staff indicate the student's learning, relative to specific steps. Remember that students may not always follow the teacher-determined sequence but may still achieve the same goal.

When providing instruction in selected steps of a task, graduated levels of help may be required. A sample of a task analyzed with levels of assistance identified and a blank form are provided on pages ESS.23–24.

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[4] From *Training in the teaching research based model*, by H. D. Fredericks. Monmouth, OR: Instructional Development Corporation. Adapted and reprinted with permission.

Instructional Prompts

Instructional cues or prompts are those extra stimuli that are provided in instructional sessions to facilitate a correct response. During the teaching of a task, a range of instructional prompts may be needed. Carefully document the use of additional prompts to:

- minimize student dependence
- ensure maximum clarification of expectations for the student
- facilitate student's learning of the desired behaviour.

The assessment process should determine for each student which prompts will be effective and which prompts should be provided to facilitate correct responses on each step of a routine task. For some students, a verbal prompt will allow a more independent response than a gesture. For other students a verbal prompt is more intrusive than a slight hand movement. Most often, the least to the most intrusive prompt hierarchy is used. The hierarchy is included on page ESS.21.

Strategies for Reducing Prompting

During instruction, teacher assistance is used to ensure that students achieve the critical effect of routines with as few errors as possible. Part of the use of prompts must involve a systematic plan to reduce the student's dependency on prompts until the student is able to perform the behaviour solely in response to natural cues.

Fading

The technique of reducing prompting levels is termed fading. When fading procedures are properly utilized, the student maintains existing high levels of performance. Fading procedures must be gradually applied, moving down the levels of prompts. The amount of assistance is gradually reduced until the student performs the skill independently. Fading can also include delaying a prompt until the student initiates the target behaviour.

Shaping

Shaping refers to the reinforcement of successive approximations of increasingly successful attempts at a complex response. Shaping begins with reinforcement of the closest approximation of the target behaviour that exists in the student's repertoire, and then systematically builds on slight changes in that behaviour, leading toward the target behaviour itself.

Involve students in shaping by:

- defining the target behaviour
- listing all possible steps in achieving the behaviour
- reinforcing the first close approximation of the desired behaviour; the required level of performance is then gradually increased and only responses that move in the direction of the target behaviour are reinforced.

In this way, the student's behaviour is shaped toward the target behaviour. Shaping can be used with various levels of prompts to further encourage the development of the behaviour.

A typical prompt hierarchy consists of:

- (I) independent — natural cue or stimulus (bell rings to tell the student it is time for recess)
- (G) gestural prompt — a gesture or demonstration that provides information regarding the nature of the required response (head shake to indicate disapproval)
- (IV) indirect verbal prompt — the use of words to imply that some behaviour needs to occur (where do you need to go next?)
- (V) direct verbal prompt — clearly states the behaviour that needs to happen (verbal or some alternative mode of communication)
- (M) model — any visual or physical demonstration that directly shows the student the correct completion of the activity/task and encourages the student's imitation of that behaviour
- (MP) minimal physical prompt — slight physical contact to guide a student toward a behaviour
- (PP) partial physical prompt — the teacher physically starts the student in the desired behaviour but then releases the student to complete the behaviour, or part of the student's physical movement is moulded by the teacher
- (P) full physical prompt — the student is taken through correct completion of the activity/task, the physical movement of the student is completely moulded by the teacher.

The most effective cues are those natural to the situation in which the desired behaviour is to occur. Prompts must eventually be removed on the basis of the data collected on a student's performance. If not removed at the appropriate time, students quickly become dependent upon artificial or intense levels of prompts.

Probes should be conducted at least once a month to assess maintenance of previously learned skills and once every two weeks to observe progress that may have gone undetected on skills currently under instruction. Probes determine whether the student has acquired greater independence in the performance of routine steps (or chains). Probes should also be conducted following skill acquisition to assess generalization of these new skills to other activities or environments.

All levels of prompting are not likely to be used for each routine. The levels of prompting must be individualized to the student and the task.

Routine Sheet (Task Analysis)

STUDENT'S NAME ______________________________

ROUTINE ____________________ PROGRAM ____________________

DATE												

PROMPTING HIERARCHY

I – Independent
G – Gesture to column
IV – Indirect verbal
What do you need to do next?
V – Direct verbal, "You need to borrow"
M – Model using sample
MP – Minimal physical prompt
PP – Partial physical prompt
P – Student is led through the response

Routine Sheet (Task Analysis)
Sample Completed Form

STUDENT'S NAME ______________________________

ROUTINE Subtraction (probe data taken on third question each day) PROGRAM ______________________________

DATE	Oct. 30	Oct. 31	Nov. 1	Nov. 2	Nov. 3	Nov. 6	Nov. 7	Nov. 8				
Look at 1's column	V	V	IV	IV	IV	I	I	I				
Decide if the top number is smaller	V	V	V	V	IV	IV	IV	I				
(If yes) Borrow 10 from the next column	P	P	M	M	M	V	V	V				
Mark 10s column 10 less	P	P	M	M	M	V	V	V				
Add 10 to 1s column	P	P	M	M	M	V	V	V				
Subtract the 1s column	V	V	V	G	G	G	I	I				
Subtract the 10s column	V	V	V	G	G	G	I	I				

PROMPTING HIERARCHY

I – Independent
G – Gesture to column
IV – Indirect verbal
What do you need to do next?
V – Direct verbal, "You need to borrow"
M – Model using sample
MP – Minimal physical prompt
PP – Partial physical prompt
P – Student is led through the response

Task Analysis Sample 1
Record of Student Performance

STUDENT'S NAME ____________________

TASK Mailing a letter

Date											
Collects all necessary materials											
Demonstrates transportation safety enroute											
Safely manoeuvres parking lot and streets											
Enters post office											
Moves to service area											
Selects appropriate line											
Waits in line											
Follows movement of line											
Communicates number/type of stamps desired											
Removes money from purse/wallet											
Pays cashier after total given											
Secures any change/replaces in wallet or purse											
Secures stamps/moves away from counter											
Places stamps in purse/wallet as necessary											
Moves to service table											
Checks envelope for necessary information											
Checks envelope seal for closure											
Moistens glue side of stamp											
Attaches stamp to envelope correctly											
Moves to mailbox											
Opens mailbox door											
Inserts letter(s) into mailbox											
Collects all personal belongings											
Exits post office											
Safely manoeuvres parking lot and streets											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252

Task Analysis Sample 2
Record of Student Performance

STUDENT'S NAME: ________________________

TASK: Withdrawing money from bank

Date											
Collects material necessary to access account											
Demonstrates rider safety enroute											
Safely manoeuvres parking lot and streets											
Enters bank											
Moves to service area											
Removes necessary material from pocket											
Chooses correct form											
Completes required information on withdrawal form											
Indicates amount to be withdrawn in numbers and words											
Follows movement of line											
Gives teller withdrawal slip and bank book											
Waits for cash											
Checks cash received											
Places cash in wallet/places wallet in pocket											
Exits bank											
Safely manoeuvres parking lot											
Demonstrates rider safety enroute home											

correct response +
incorrect response –

See footnote reference #4 on page ESS.252

Task Analysis Sample 3
Record of Student Performance

STUDENT'S NAME: ______________________________

TASK: Ordering food in a fast food restaurant

Date											
Collects all necessary materials											
Demonstrates transportation safety enroute											
Safely manoeuvres parking lot and streets											
Enters fast food restaurant											
Chooses and waits in line											
Follows movement of line											
Determines order											
Determines if has enough cash											
Communicates order to restaurant personnel											
Communicates whether take out or eat in order											
Pays for order											
Collects necessary utensils											
Collects condiments											
Moves aside for line movement as needed											
Collects order											
Chooses seating space											
Uses napkin and flatware appropriately											
Displays good table manners											
Eats meal											
Collects and disposes garbage											
Replaces tray											
Collects personal belongings											
Exits fast food restaurant											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252.

Task Analysis Sample 4
Record of Student Performance

STUDENT'S NAME: ______________________________

TASK: Washing and drying dishes

Date											
Obtains items needed to wash dishes											
Sets up dish rack											
Scrapes dishes											
Inserts plug in one side of sink; adds soap											
Fills one side of sink with warm water for washing											
Fills other side of sink with warm water for rinsing											
Washes each dish or utensil											
Rinses each dish or utensil											
Places dishes or utensil in dish rack											
Selects dish towel											
Dries dishes or utensils											
Places dishes in cupboard											
Places utensils in drawer											
Hangs towel on towel rack											
Drains water from sinks											

correct response +
incorrect response –

See footnote reference #4 on page ESS.252.

Task Analysis Sample 5
Record of Student Performance

STUDENT'S NAME: ______________________

TASK Toiletting

Date											
Remains dry for one-hour time period											
Sits on toilet for five minutes											
Eliminates into toilet											
Eliminates into toilet within five minutes											
Remains dry between times placed on toilet											
Indicates need to use toilet when asked											
Indicates need to use toilet without being asked											
Uses toilet independently with help dressing and undressing: • enters bathroom											
• prepares toilet for sitting											
• sits and eliminates into toilet											
Uses toilet independently with help with fasteners only: • enters bathroom											
• requests help with fasteners											
• pushes down pants below knees/pulls up shirt											
• sits independently and eliminates											
• pulls up pants to waist/straightens; pulls dress or shirt down before leaving											
• requests help with fasteners											
Toilets self without help dressing: • enters bathroom											
• unfastens fasteners											
• pushes down pants/pulls up skirt											
• sits independently and eliminates											

Task Analysis Sample 5 (cont'd)

Date											
• pulls pants up to waist/straightens dress or skirt											
• refastens fasteners											
Stands at toilet or urinal to urinate: • unzips/unfastens pants											
• stands at urinal/toilet											
• urinates into urinal/toilet											
• zips/fastens pants before leaving											
Uses toilet tissue correctly: • rolls and tears off appropriate amount of paper											
• wipes self											
• drops paper into toilet, washes and dries hands											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252

Task Analysis Sample 6
Record of Student Performance

STUDENT'S NAME ______________________________

TASK Understanding concepts of work

Date											
Knows three different "jobs" that students have in the classroom											
Describes two leisure activities											
Describes three differences between work and leisure activities											
Describes occupations of friends and relatives											
Knows reasons people work: • make money											
• meet people											
• occupy time											
• contribute as a productive member of community											
• enjoy activity											
Knows daily schedule of worker: • gets up at designated time											
• takes care of personal needs											
• packs lunch											
• takes responsibility for transportation											
• reports to supervisor											
• follows work routines/directions											
• takes breaks as scheduled											
• checks out with supervisor											
Knows good work habits that help people keep their occupations: • good attendance											
• accepts supervision											
• follows directions											
• works continuously											

Task Analysis Sample 6 (cont'd)

Date											
• in on time											
• works independently											
• has positive attitude											
• cleans up											
• handles emotions appropriately											
Knows reasons people lose their occupations: • not productive											
• interacts inappropriately with others											
• doesn't follow directions											
• does poor quality work											
• has negative attitude											
• late for work											
• is absent frequently											
• handles emotions inappropriately											
Understands relationship between work done and paycheck											
Understands benefits portion of check											
Understands deductions and take home pay											

correct response +
incorrect response –

See footnote reference #4 on page ESS.252

Task Analysis Sample 7
Record of Student Performance

STUDENT'S NAME ____________________

TASK Painting

Date											
Keeps fingers and paint material out of mouth											
Paints on designated surfaces only • large area											
• small area											
Produces a finger painting • uses fingers											
• uses whole hand											
• covers most of paper											
Brushes paper with random strokes • circular strokes											
• vertical and horizontal strokes											
Covers at least half of the paper with paint • paints one space											
• identifies unpainted space											
• paints in unpainted spaces											
Controls amount of paint used • dips brush carefully											
• wipes excess from brush											
Selects three colours for picture • uses different brush for each colour											
• washes brush when changing colours											
Paints using controlled strokes • holds brush correctly											
• demonstrates correct brush techniques											
• reproduces given lines											
• reproduces given shapes											
Paints without mixing colours • paints area as directed											
• finds new area for each colour											

Task Analysis Sample 7 (cont'd)

Date											
Completes tempera painting											
Completes water colour painting											
Experiments with at least two different painting techniques											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252

Task Analysis Sample 8
Record of Student Performance

STUDENT'S NAME ______________________________

TASK Removing outer clothing

Date											
Places boots on paper											
Enters classroom											
Walks to coat hooks											
Locates own hook											
Hangs bag up											
Removes mittens											
Places mittens in pocket											
Removes scarf											
Hangs on hook											
Unzippers jacket											
Hangs on hook											
Removes ski pants											
Hangs on hook											

correct response +
incorrect response –

See footnote reference #4 on page ESS.252

Task Analysis Sample 9
Record of Student Performance

STUDENT'S NAME ______________________

TASK Participating in morning circle

Date											
Attendance functions: • sits on rug in semicircle											
• waits quietly for teacher to come											
• orientates to teacher											
• listens for name to be called											
• responds "here" when name called											
• sits "ready," hands on lap, legs crossed											
• listens to teacher identify helper											
• if helper, takes message to office											
Show'n'tell functions: • puts hand up to indicate participation											
• puts hand down, waits for teacher to call											
• removes show'n'tell from bag											
• stands up											
• tells three things about it											
• passes to other students											
• sits down											
• puts in bag											
• listens/watches other students											
• passes to next student											
Directions for morning functions: • remains seated quietly											
• listens to teacher instructions											
• remembers routine of morning											
• stands up when teacher is finished											
• carries show'n'tell to shoe cubby hole											
• puts in cubby hole											
• goes to location as directed in previous instructions											

correct response +
incorrect response −

See footnote reference #4 on page ESS.252

Task Analysis Sample 10
Record of Student Performance

STUDENT'S NAME: ________________________________

TASK Using centres

Date											
Directions: • sits on carpet											
• attends to teacher directions											
• listens to description of rules for that centre											
• remembers required centres											
• remembers to use different centres											
Approaching centre: • stands up from rug											
• determines where centres are located											
• approaches preferred centre											
• determines if appropriate number of people, counts or matches to number of sticks at centre entrance											
• if appropriate, enters centre											
• if not, selects new centre											
• if requested, goes to designated centre											
• must pass through all centres; must remember previous centres											
Participating in centre: • assumes appropriate position: table, chairs, floor or stands											
• interacts with materials appropriately											
• shares materials with peers											
• exchanges social interaction with peers											
• remembers directions for centre given on rug											
• completes any required activities for centre											
Clean up of centres: • lights out — cease action											

Task Analysis Sample 10 (cont'd)

Date											
• listens to verbal clue "It's time to clean up"											
• picks up materials in centre											
• restores centre to original state											
• helps clean up other centres if requested											
• shares work with peers											
• follows direction of peers											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252

Task Analysis Sample 11
Record of Student Performance

STUDENT'S NAME ______________________________

TASK Using the gymnasium

Date											
Entering: • approaches classroom door to line up											
• stands at end of line											
• waits in line											
• walks down hall in line											
• turns at main entrance											
• walks down steps											
• pushes open door											
• walks into gym											
Gymnastic activities: • approaches teacher on command											
• sits down when requested											
• listens to directions											
• stands up											
• follows group											
• follows specific game/activity directions											
• ceases action when requested											
• listens for new directions											
• follows new directions											
Leaving: • lines up at door											
• pushes door open											
• follows line											
• walks up stairs											
• goes to bathroom											
• gets drink											
• lines up against wall by office											
• waits for others to return											
• follows line to room											

correct response +
incorrect response –

See footnote reference #4 on page ESS.252

Task Analysis Sample 12
Record of Student Performance

STUDENT'S NAME: ____________________

TASK Using the bathroom

Date											
Requests/goes on command											
Locates bathroom											
Turns door knob											
Opens door											
Enters bathroom											
Closes door											
Pulls pants down											
Sits on toilet											
Voids											
Wipes self											
Gets off toilet											
Pulls pants up											
Flushes toilet											
Walks to sink											
Turns on water											
Washes hands											
Turns off water											
Dries hands											
Opens door											
Returns to previous location											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252.

Task Analysis Sample 13
Record of Student Performance

STUDENT'S NAME ____________________

TASK Taking message to office

Date											
Stands up when requested											
Takes message from teacher											
Walks to office											
Approaches adult in office											
Hands message to adult											
Waits for reply											
Walks back to room											
Gives reply/if one to teacher											
Rejoins group											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252

Task Analysis Sample 14
Record of Student Performance

STUDENT'S NAME: ______________________________

TASK Cooking

Date											
Going to kitchen: • lines up at door if name called											
• follows line down hall											
• carries materials if requested											
• enters kitchen											
• locates chair											
• sits down											
Cooking: • listens to directions given											
• looks at picture directions											
• completes task directions											
• puts any garbage in can											
• wipes table											
• takes turns											
• interacts with peers/parent											
Return from kitchen: • lines up at door when cued											
• follows line											
• carries materials if required											
• enters classroom											
• returns materials											
• returns to centres											

correct response +
incorrect response –

See footnote reference #4 on page ESS 252

Assessing, Evaluating and Communicating Student Growth

Principles of Assessment, Evaluation and Communication

The principles associated with assessing, evaluating and communicating student growth are the same for all students. Assessment, evaluation and communication of student growth are based on the knowledge, skills and attitudes students are expected to learn and should be congruent with the following principles:

- student growth is assessed, evaluated and communicated for all expectations
- student growth is evaluated and communicated on an ongoing basis and the information is used to plan programming
- student growth is demonstrated through a variety of performances evaluated by the teacher
- student growth is enhanced when students participate in the assessment-evaluation-communication process
- student growth is enhanced when assessment, evaluation and communication are viewed positively by the student.

Assessing, evaluating and communicating student achievement and growth are essential parts of the teaching-learning process. Students with special needs, like all students, should be provided opportunities to demonstrate their learning in different ways. This section provides information about ecological and performance assessments, portfolios and the process of evaluation. The sections concludes with a framework to guide staff in their assessment and evaluation practices.

Ecological Assessments

The ecological approach to functional skill assessment means observing the environments where the student is expected to participate and determining which skills are required in that context. These assessments provide information about the learning a student demonstrates in relation to the routine of a particular action.

To complete an ecological assessment:

- specify areas in the environment that are to be used for teaching essential and supportive life skills
- identify the skills required to perform the activity
- compare the student's present abilities to those skills required to perform the activity. This process, known as discrepancy analysis, is used to determine which skills the student needs to acquire and to determine which adaptations to instruction or to the environment are needed.

A blank form for an ecological assessment is provided on page ESS.45. The two completed ecological assessments on pages

ESS.46–47 provide examples of ecological assessment of a routine in the school environment. In the example where the student goes to a school assembly, the student was not able to demonstrate age-appropriate behaviour. Therefore, the task was analyzed, discrepant behaviour determined and plans for needed instruction prepared.

Ecological Assessments [5]

Student/Date:	Domain:	Environment:	Sub-environment:
Inventory	Student Response	Discrepancy Analysis	What-to-do Options
Activity: Skills:			

+ = correct response
– = incorrect response

---

[5] From *Community-based curriculum: instructional strategies for students with severe handicaps* (p. 48) by M. A. Falvey, 1989. Adapted and reprinted with permission. Paul H. Brookes, Baltimore, MD 21285–0624.

Ecological Assessments
Sample Completed Form

Student/Date: John Smith, June 15, 1994	Domain: personal and social development	Environment: school	Sub-environment: gymnasium
Inventory	Student Response	Discrepancy Analysis	What-to-do Options
Activity: Arriving at assembly, line up at door in response to verbal cue	+		
wait in line	–	no strategy for waiting	teach verbal cue with physical prompt
follow line down hall to main doors	–	cannot stay in line with group	pair with other student; teach verbal cue
walk down stairs	+		
enter gym	+		
follow line to designated location on floor	–	wanders from group	provide physical cue
sit cross legged on floor	+		
remain quiet	–	unable to stop vocalizing	teach physical cue
listen to speaker	–	difficulty attending for longer than two minutes	provide signal
respond as required	+		

+ = correct response
– = incorrect response

Ecological Assessments
Sample Completed Form

Student/Date: John Smith, June 20, 1994	Domain: leisure/recreation/arts	Environment: school	Sub-environment: playground
Inventory	Student Response	Discrepancy Analysis	What-to-do Options
Activity: playing four-square Skills: locate four-square area	+		
stand in line; move in line	–	doesn't understand how line moves	teach how line moves
when turn comes up, move into appropriate square	–	doesn't know which square to enter	teach where and when to enter
bounce ball to partner; receive ball from partner	–	can't catch bounced ball	teach skills for catching bounced ball
continue playing until ball missed or bounced outside square	+		
stand in line appropriately; move up in line	–	doesn't understand how line moves	teach how line moves

+ = correct response
– = incorrect response

Performance Assessment

Performance assessment refers to a variety of tasks and situations in which students are given opportunities to demonstrate their understanding and apply their knowledge and skills in a variety of contexts. These assessments often occur over time and result in a tangible product or an observable performance. They encourage self-evaluation, require judgement to score, provide degrees of proficiency based on criteria, and make public the scoring criteria.

Different assessment strategies provide different information and what is suitable for one purpose may not be suitable for another. The results of any single assessment provide a snapshot of a student's achievement. Assessment in a number of areas is needed to provide a full profile of student achievement.

A paper-and-pencil test does not provide the opportunity for students to demonstrate all their learning. What a student demonstrates on a paper-and-pencil test is not necessarily what the student could explain orally, or show by constructing a tangible item, or by role playing or drawing. Examples of student performance, collected over time and in different formats, provide a more comprehensive picture of what the student knows, values and can do. This information is invaluable for planning student learning and for communicating with students and parents.

Quality student assessment should:

- include analyzing, synthesizing and evaluating the information learned through performance tasks that are based on "real world" problems or situations
- provide problems that are open-ended and contain multiple solutions
- provide a variety of methods by which students demonstrate their learning
- help students integrate their learning
- provide opportunities for students to evaluate their own work and that of others
- help students assume responsibility for their own learning.

Among the practices associated with quality assessment are:

- making students aware of the performance criteria in advance
- showing students examples of quality work that can be used as a model for their own work
- providing students with multiple opportunities to improve the quality of their work before it becomes final
- establishing the student as the worker and teacher as the facilitator.

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities, engage in peer tutoring or interact with peers in a variety of learning situations can provide insight into how learning occurs. The teacher finds out under what conditions success is most likely, what individual students do when difficulty is encountered, how interaction with others affects their concentration and learning, and what is appropriate for the student to learn next. Observations may be informal or highly structured, incidental or scheduled over different periods of time in different aspects of schooling.

Incidental observations are often recorded as anecdotal notes and placed in the student's record. "Stickies" are useful for this task. Observation checklists can be used for assessing a variety of student behaviours.

Examples of Performance Assessment

Verbal Interaction

Talking with students is an effective way to find out more about their strengths, interests and needs. Interactions may range from an informal conversation with one student, to a mini-lesson with a small group of students, to a formal conference with parents to share information and develop an individualized program plan for a student. The teacher should focus attention on what students say and do during these interactions and document the conversation.

Student Products

Student work may be collected in a variety of ways. Work samples can be created and collected on audiotape, videotape, computer disk or photographs as well as on paper. When a student product is included as part of assessment, it is important that the student indicates whether the work is in draft form or is a completed product. Dating the sample and briefly noting the circumstances under which it was accomplished are important in providing a context for interpreting the evidence of student learning. Samples may be chosen by the student, teacher, parent or peers.

Student Self-evaluation

Opportunities for students to assess their own learning provide valuable training in self-monitoring. Students can take responsibility for their part in the learning process by:

- evaluating an assignment or project prior to teacher or peer evaluation
- writing their own progress report
- writing a summary-of-learning letter to the teacher or parents
- participating in a goal-setting conference
- participating in the development of an individualized program plan.

In assessing their own work, students should be able to:

- use the criteria in order to evaluate their own performance
- make effective use of feedback from others
- set objectives
- establish plans to meet their objectives.

As students improve in their proficiency at self-assessment, they become active learners not solely dependent on the teacher for feedback on their completed work. Sample student self-evaluation forms are provided on the following pages.

Student Self-evaluation Form

This evaluation form may be completed independently by students with proficiency in writing. Other students may require assistance.

Keeping Track

Name_______________________ Date_______________

Today in_______________________________________

____

____

I learned more about

____

____

____

I still have questions about

____

____

Here are my plans for answering these questions

____

____

Student Self-evaluation Form

Science

Name________________________ Date____________

What things did you try in the science centre?

____

Write three things about (topic) that you learned

____

____

What did you learn about how scientists find out about things?

____

____

What books have you read about (topic) this year?

____

____

What would you like to learn about (topic) next?

____

____

Performance Tasks

Tasks that are specifically designed to have students demonstrate particular knowledge, skills and attitudes can be developed by the classroom teacher or other educators. These assessments may involve prompting specific student behaviours such as:

- giving an oral presentation
- having a conversation using a language other than English
- playing a musical instrument
- participating in a group discussion
- demonstrating a gymnastics routine
- conducting an investigation.

These assessments may involve creating a tangible product or may focus solely on observing a student's performance.

Portfolios

A portfolio is a purposeful collection of student products that exhibits the student's demonstrations of achievement, growth and performance. Portfolios:

- integrate assessment and instruction; helping students take control of their own learning
- capture a richer array of what students know and can do
- look at processes as well as final products
- provide realistic tasks and contexts for tasks so that assessment and instruction are "authentic"
- provide continuous and on-going information to students and other decision makers
- communicate what is valued.

Portfolios are usually managed by students. The teacher and students establish criteria for selecting material to be placed in the portfolio.

Portfolios offer students:

- a greater awareness of themselves as learners
- multiple opportunities to show their knowledge and skills
- active involvement in setting objectives, evaluating growth and planning
- a record of changes over time
- a level of achievement and an index of growth each year
- a collection of products to support the story of their growth (processes used as well as end products)
- concrete evidence to show others involved in their schooling what they know and can do
- source material for answering the question "What did you learn (do) in 12 years of schooling?"
- information for goal setting
- evidence of hard-to-score attributes such as perseverance, flexibility, thoughtfulness, self-confidence and a broad range of outcomes.

Portfolios offer teachers:

- a device for highlighting what an individual "can" do in relation to curriculum objectives
- a profile of a student's growth history (their story told with a variety of products, judgements made on that work, reasons for its selection to the portfolio, students' comments on work, students' reflections and data showing progress towards objectives)
- models of achievement of outcomes

- examples of work in classroom contexts
- a means for integrating with data from multiple sources
- methods for understanding criteria and interpreting standards for their unique situations
- material for communicating student learning and for making decisions about programming.

Examples of information to be included in a student's portfolio:
- monthly samples of student printing/writing
- samples of art work, two from each unit
- learning logs from science activity
- samples of mathematics skill practices and problem-solving activities.

Evaluation Process

Judgements about student achievement and growth follow assessment. Suggested steps to follow in the evaluation process are:
- focus on an outcome and specify what students are expected to know and do
- select the student product or behaviour to be analyzed
- list evidence of the outcome observable in the product or behaviour
- compare evidence to the expected achievement criteria
- consider planning implications (next steps for programming and grouping, applications to other courses and co-curricular activities)
- consider communication implications: what information to record and communicate, how to record and communicate information, and to whom and how to convey information.

These judgements not only indicate student growth, but also form the basis for setting objectives. Evaluation is an ongoing process that provides for continual review of student growth.

Framework for Assessment and Evaluation Practices

The following questions can be used as a framework to guide assessment and evaluation of students.
- What types of evidence do you have today, on any given student, regarding how they have met (or are meeting) the course objectives?
- How much variety is there in your assessment and evaluation practices?
- To what extent do your assessment and evaluation practices vary the level of thinking skills involved; i.e., recall, process, application?
- How do you build student choice into your assessment and evaluation?
- How do you involve students in their assessments and evaluations?
- How do you involve students in the assessment and evaluation of their peers?
- What forms of assessment do you want to utilize next year?

Section II
Foundation Skills

Foundation skills are skills that form the basis for future learning. These skills support the learner expectations in the programs of study.

The checklists in Sections II, III and IV provide possible assessment items for instructional program planning. The skills in many of the checklists are provided in developmental sequence. However, it is important to remember that not all students develop skills in the same sequence and that some students may demonstrate higher-level skills without establishing competence in lower-level skills.

The checklists Gross Motor Development (page ESS.73) and Fine Motor Control (page ESS.79) are appropriate for students who:
- appear to be developing normally
- have mild general development delays
- show clumsy movements or awkward gait.

These checklists should not be used with students who have medically diagnosed physical disorders such as cerebral palsy, muscular dystrophy or spina bifida. These students tend not to follow the usual sequence of development. They may exhibit abnormal movements and postures. In these instances it is recommended that a physiotherapist or an occupational therapist familiar with pediatric development be consulted.

A number of resources have been annotated to complement the checklists (page ESS.239). It is important that teachers consult a wide range of resources in determining instructional programs for students with developmental disabilities. The Alberta Education programs of study and curriculum support materials should be the starting point for all program planning.

Communication

Language — Receptive

NAME ______________________

DATE ______________________

The student will develop receptive language skills.

The student will:	has mastered	still learning	needs to learn
show awareness of a speaker			
discriminate between angry and friendly voices			
look in response to own name			
comprehend "no"			
look at some objects when names are spoken			
smile and reach for self in mirror			
respond to sounds when the source is not visible			
attend to music or singing			
anticipate steps within daily routine			
understand simple questions and instructions; e.g., "Where are your shoes?"; "Give me that."			
understand more words than he or she can say			
understand early concepts; e.g., in/on/under			
understand object function; e.g., "Which one do we eat with?"			
follow two related directions; e.g., "Close the book and give it to me."			
understand questions about a story with pictures			
follow three related directions			

Communication (cont'd)

Language — Expressive

NAME ____________________
DATE ____________________

The student will develop expressive language skills.

The student will:	has mastered	still learning	needs to learn
cry to get attention			
vocalize to express pleasure and displeasure			
stop vocalizing when another person vocalizes			
call for attention			
use a wide variety of sound combinations			
use sentence-like intonational patterns			
imitate sounds and names for familiar objects			
nod for "yes"; shake head for "no"			
combine vocalization and gesture to obtain desired objects			
talk more than gesture			
use names for most familiar objects			
use two-word phrases			
relate personal experiences			
use three-word phrases			
use some pronouns; e.g., he, me, you			
answer who, what, where questions			
use two sentence types; i.e., statements and simple questions			
use negation (no, not)			
use plurals			
use prepositions (in, on, under)			

Communication (cont'd)

Language — Expressive	NAME ________ DATE ________		
The student will develop expressive language skills.			
The student will:	has mastered	still learning	needs to learn
converse in simple, intelligible sentences (although grammatical errors may still be present)			
use verb forms (present progressive – jump*ing*; past tense regular – jump*ed*; past tense irregular – broke) with some errors			
describe objects and events			
use helping verb forms; e.g., *is* jumping, *was* not			
use complex sentence and more advanced question forms; e.g., "Are we going swimming today?, which are generally grammatically correct			
tell a sequenced story			

Communication (cont'd)

Social Communication

NAME ______________________
DATE ______________________

The student will communicate with others.

The student will:	has mastered	still learning	needs to learn
request objects or activities with signs or words			
greet familiar people with words or signs			
ask a simple question			
ask yes/no questions with appropriate inflection			
comment on appearance or disappearance of objects or people			
request assistance			
request permission			
sustain conversation for several turns			
talk on telephone; wait turn to respond			
describe what is happening or what he or she is doing			
complete incomplete sentence begun by an adult in a teaching context			
describe functions of objects			
name three or more elements in a picture or describe what is happening in a picture			
respond correctly to "what do you do" and "why do we" questions			
tell a story by looking at pictures			
answer "what is, whose, who," and "how many" questions appropriately			

Communication (cont'd)

Social Communication	NAME ______ DATE ______		
The student will communicate with others.			
The student will:	has mastered	still learning	needs to learn
communicate cause-and-effect relationships			
use contingent questions to maintain a conversation (Why did he do that? Then what happened?)			
create interest in a listener by indirect reference (I have a new toy.)			
communicate knowledge about the world to peers and adults			
tell two familiar stories without pictures for help			

Communication (cont'd)

Language — Articulation		NAME ____ DATE ____	
The student will demonstrate production of the following sounds in connected speech.			
	has mastered	still learning	needs to learn
p			
w			
m			
b			
h			
t			
d			
k			
g			
n			
ng			
y			
f			
v			
l			
l-blends			
sh			
ch			
j			
s-z			
s-blends			

Communication (cont'd)

Language — Articulation	NAME ______ DATE ______		
The student will demonstrate production of the following sounds in connected speech.			
	has mastered	still learning	needs to learn
r			
r-blends			
th - voiceless			
th - voiced			

Communication (cont'd)

Language — Expressive (Nonverbal)

NAME ____________________
DATE ____________________

The student will use an alternative communication system.

The student will:	has mastered	still learning	needs to learn
discriminate between two pictures			
associate one or two signs/pictures/symbols with their meaning			
discriminate between two signs/pictures/symbols learned			
use signs/pictures/symbols necessary in daily routines			
use two-word communication — signs/pictures/symbols			
use three-word communication — signs/pictures/symbols			
use new signs/pictures/symbols for new routines			
initiate interaction with others			

Communication (cont'd)

Language	NAME ____________ DATE ____________		
Vocabulary — General Knowledge and Use			
The student will:	has mastered	still learning	needs to learn
know family members' names			
know names for familiar objects			
understand some action words and prepositions			
say eight to 10 words spontaneously			
understand 50 words			
say 15 meaningful words and name five to seven objects on request			
use 50 different words			
use early developing modifiers; e.g., big, pretty			
understand new words rapidly			
use a variety of words including nouns (foods, body parts, furniture, household objects, important people); action words (sleep, wash, clap); modifers (hot, clean); location words (up, here); social words (bye, hello) and emotion words (sad, mad)			
use 100 different words			
have a good functional vocabulary (knowledge of words important in various student environments)			
identify objects by category			
use and understand words related to classroom themes and activities (including daily living)			
ask the meaning of unfamiliar words			

Communication (cont'd)

Language

NAME ____________________
DATE ____________________

Vocabulary

Body Parts	**Receptive (Show me . . .)**			**Expressive (Labelling)**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
mouth						
eye						
nose						
ears						
feet						
hair						
tongue						
teeth						
hands						
head						
legs						
arms						
fingers						
fingernails						
thumbs						
toes						
neck						
stomach						

Communication (cont'd)

Language				NAME ________ DATE ________		
Vocabulary						
Body Parts	**Receptive (Show me . . .)**			**Expressive (Labelling)**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
chest						
back						
knee						
chin						
heels						
elbows						
shoulders						
ankles						
jaw						
hips						
wrists						
waist						

NOTES: Students typically display receptive language abilities that are better developed than their expressive abilities. Therefore, a student will likely first demonstrate an understanding of basic concepts before using them correctly in expressive speech. Both an understanding and production (expression) of concepts is important.

Concepts from different checklists may be taught at the same time and will need ongoing review.

Communication (cont'd)

Language

NAME ______________________

DATE ______________________

Vocabulary

Colours	**Receptive**			**Expressive**		
The student will demonstrate a receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
red						
blue						
yellow						
green						
orange						
purple						
black						
brown						
pink						

Communication (cont'd)

Language

NAME ______________________

DATE ______________________

Vocabulary

Weather	**Receptive**			**Expressive**		
The student will demonstrate a receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
rain/rainy						
hot/sunny						
cloudy						
cold						
windy						

Communication (cont'd)

Language				NAME ____________ DATE ____________		
Vocabulary						
Social/ Emotional	**Receptive**			**Expressive**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
boy/girl						
man/woman						
father/mother						
happy/angry/sad						
sick						
afraid (scared)						
excited						
tired						
brothers/sisters						
friendly						
wrong/right						
relaxed						
disappointed						
healthy						
old/young						
easy/hard (difficult)						

NOTE: Members of opposite concept pairs will not necessarily be learned at the same time; e.g., high typically develops before low, however they have been listed in pairs when possible for ease of reading and because using contrast when teaching concepts can be helpful. All basic concepts listed generally following the typical developmental sequence.

Communication (cont'd)

Language				NAME ____________ DATE ____________		
Vocabulary						
Directional/ Positional Concepts	**Receptive (Put the ball __ the book)**			**Expressive (Where is it?)**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
up/down						
closed/open						
out/in						
off/on						
inside/outside						
under						
next to/beside						
high/low						
into/out of						
back/side/front						
close to						
middle						
through						
beside						
near/far						
top/bottom						
moving/standing still						
between						
end						

Communication (cont'd)

Language				NAME ____________ DATE ____________		
Vocabulary						
Directional/ Positional Concepts	**Receptive (Put the ball __ the book)**			**Expressive (Where is it?)**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
edge						
over						
toward/away from						
centre						
above/below						
right/left						

Communication (cont'd)

Language				NAME ____________ DATE ____________		
Vocabulary						
Comparisons	**Receptive**			**Expressive**		
The student will demonstrate a receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
same/different/ not the same						
alike (equal, identical)						
other than						

Communication (cont'd)

Language					NAME ______ DATE ______	
Vocabulary						
Size Concepts	**Receptive**			**Expressive**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
big/little (small)						
tall/short						
heavy/light						
short/long						
deep/shallow						
thin/fat						
large						
wide						
thick						
medium-sized						

Communication (cont'd)

Language				NAME ______________ DATE ______________		
Vocabulary						
Texture and Material	**Receptive**			**Expressive**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
hot/cold						
loud/quiet						
hard/soft						
shiny						
wood/glass/ metal						
dark/light; i.e., colour						
sharp/dull						
smooth/rough						

Communication (cont'd)

Language

NAME ____________________
DATE ____________________

Vocabulary

Time and Sequence Concepts	**Receptive**			**Expressive**		
The student will demonstrate receptive and expressive knowledge of:	has mastered	still learning	needs to learn	has mastered	still learning	needs to learn
daytime/night						
fast/slow						
finished/starting						
old/new						
seasons						
morning						
leaving/arriving (coming)						
before/after						

Gross Motor Development

Gross Motor Development	NAME ____________ DATE ____________		
The student will:	has mastered	still learning	needs to learn
lift head momentarily (one to three seconds) when lying on stomach (prone)			
roll part way on side from back (supine)			
hold head erect for two to three seconds, when held in sitting position			
raise head and chest to 90 degrees with forearm support, when prone			
hold head steady and erect, when held in sitting position			
roll on side from supine			
lift head and chest and take weight on hands, with elbows straight, when prone			
hold head up in line with body, when pulled up to sit			
roll from front to back and vice versa			
maintain the position by propping on extended arms, when placed in sitting position			
bear weight in supported standing position			
use extremities to alter direction or pivot, when prone			
creep forward on stomach			
maintain a sitting position on floor independently, briefly freeing arms			
push up onto hands and knees and rock			
achieve a prone position, or a position on hands and knees, from sitting position			

Gross Motor Development (cont'd)

Gross Motor Development

NAME ______________________

DATE ______________________

The student will:	has mastered	still learning	needs to learn
hold railing and maintain position, when placed in standing position			
crawl on hands and knees			
pull to standing			
fall by collapse			
assume sitting position independently from supine			
stand alone briefly (five seconds)			
lift foot, when standing at railing			
scoot around while sitting			
walk sideways, holding on, when standing at a rail or by furniture			
walk, with one or both hands held			
lower to sitting from standing			
walk independently for a few steps			
assume and maintain kneeling position			
crawl up stairs or climb on low furniture			
walk well (start, stop, turn)			
stand without help and maintain position			
squat to pick up object and reerect, sometimes falling			
ride a push toy			
climb onto chair, turn and sit			
run stiffly (hurried walk)			

Gross Motor Development (cont'd)

Gross Motor Development	NAME ______ DATE ______		
The student will:	has mastered	still learning	needs to learn
walk up stairs, one hand held; crawl backwards down stairs			
pull toy behind while walking			
stand on one foot, with hands held			
walk up stairs holding rail; walk down with hand held			
roll ball while sitting			
kick playground ball, sometimes losing balance (move against ball)			
attempt to stand on balance beam, with one hand held			
throw ball, arm and body moving as unit without falling			
squat to play			
attempt jumping up with both feet			
hop with one hand held			
pedal tricycle — not around corners			
bounce playground ball and attempt to catch it			
stand sideways on balance beam; walk on beam with one foot on and one foot off			
bend at waist to pick up objects			
walk backwards three steps; walk on tiptoes three steps			
walk up or down stairs alone, holding rail, without alternating feet			

Gross Motor Development (cont'd)

Gross Motor Development

NAME ______________________________
DATE ______________________________

The student will:	has mastered	still learning	needs to learn
jump from bottom step (feet together)			
walk with a heel-toe pattern			
kick a large ball with control (leg straight and some body movement)			
stand on either foot momentarily			
climb jungle gyms and ladders			
jump forward two to eight times in a row with both feet; jump down from height of 30 cm			
ride tricycle around corners			
catch large ball with arms and body; bounce and catch playground ball two or more times with both hands; throw ball with body rotation			
hop twice on preferred foot			
attempt walking on balance beam with no support and arms out to side			
walk on tiptoes for 10 steps; walk backwards easily			
walk straight line on balance beam			
run around obstacles smoothly; run on tiptoes; gallop			
walk up or down stairs, holding rail, with alternating feet			
balance on one foot, four to eight seconds			
catch large ball with arms bent at elbow			
go up or down stairs, no rail, alternating feet			

Gross Motor Development (cont'd)

Gross Motor Development

NAME ____________________
DATE ____________________

The student will:	has mastered	still learning	needs to learn
perform a standing broad jump (40 to 50 cm); hop on same foot for four to six times			
walk balance beam with hands at sides, using a heel-toe pattern			
somersault forward			
throw tennis ball stepping forward with leg on same side as throwing arm			
skip with alternating pattern; hippity-hop			
balance on one foot, eyes closed, seven to eight seconds			
run well; turn, stop and start and change speed			
hop on same foot eight to 10 times			
catch bounced ball with both hands; bounce and catch balls			
ride small two-wheeled bike with training wheels			
march in time to music			
use skates, skis or roller skates in forward direction			
walk backwards on beam, toe to heel			
catch bean bag with one hand; throw with accuracy			
ride bicycle			
dribble ball with direction			

Gross Motor Development (cont'd)

Gross Motor Development	NAME ____________ DATE ____________		
The student will:	has mastered	still learning	needs to learn
kick rolling ball with mature pattern; hit ball with bat or stick			
hang 10 seconds from horizontal bar, bearing weight on arms			
run with increasing speed (32 metres in 10 seconds)			
throw with mature pattern			
coordinate eye, hand and foot movements into complex motor activities (skip rope independently, run while dribbling ball)			

Fine Motor Control

Fine Motor Control

NAME ____________________
DATE ____________________

The student will manipulate objects.

The student will:	has mastered	still learning	needs to learn
grasp objects with either hand			
shake, bang, pat-a-cake objects			
transfer an object from hand to hand			
voluntarily drop, throw, push, pull objects			
pick up small objects with thumb and fingers (crude pincer*)			
use refined pincer grasp to pick up small objects			
place small object(s) in cup			
place one shape in a formboard			
place rings on a stacking post (random order)			
stack three blocks (2.5 – 4 cm)			
place four graduated nesting cups inside each other			
accurately drop pennies through a horizontal slot			
string large (2.5 cm) beads onto a lace			
roll, squeeze, pound or pinch play dough			
turn paper pages in a book, one page at a time			

* A crude pincer uses pads of the thumb and index or middle fingers to pick up, hold and release items. A refined pincer grasp incorporates the finger tips rather than pads of the fingers.

Fine Motor Control (cont'd)

Fine Motor Control	NAME ____________ DATE ____________		
The student will manipulate objects.			
The student will:	has mastered	still learning	needs to learn
accurately release small objects (pellets) from pincer grasp into a bottle			
screw and unscrew items			
turn doorknobs, handles			
stack 10 small blocks (2.5 cm)			
unbutton large button on shirt/blouse front			
put on own shoes			
randomly place small diameter pegs into pegboard (height of pegs may vary — short pegs more difficult)			
button and unbutton large and medium-size buttons on own clothing			
make clay shapes put together with two to three parts			
put zipper foot in latch			
buckle and unbuckle own belt			
spread fingers, touching thumb to each finger			
use pencil sharpener (hand held or manual type mounted on wall or shelf)			

(Note the hand used/preferred on appropriate items.)

Fine Motor Control (cont'd)

Fine Motor Control

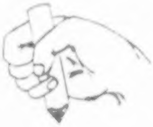
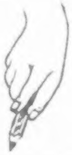
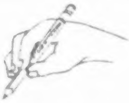
NAME ______________________________

DATE ______________________________

The student will colour.

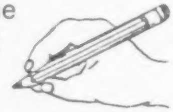
The student will:	has mastered	still learning	needs to learn
scribble on paper			
explore a variety of media (crayons, markers, chalk, paint)			
colour over a picture using random strokes, strokes may extend beyond the boundaries of the picture			
attend to specific areas and boundaries of a picture when colouring			
use different colours when colouring different areas of a picture			
generally remain within lines (within 1 cm) in a simple picture)			
keep paper still with one hand while controlling marker/crayon with the other hand			
generally remain within lines (within 5 mm) in a picture that has smaller areas and more detail			
choose "appropriate" or conventional colours for the picture			
adjust stroke to fit within areas using single directional strokes			
precisely adjust the stroke length and direction for specialized effects such as shading and contour (illusion of three dimensions)			

Fine Motor Control (cont'd)

Fine Motor Control	NAME ____________ DATE ____________		
The student will develop graphic skills.			
The student will:	has mastered	still learning	needs to learn
use crude-fisted grasp with wrist flexed to scribble randomly using large wide-ranging whole-arm movements 			
scribble with identifiable repetitious strokes demonstrating a predominant stroke direction			
hold pencil in extended fingers with straight wrist, movements controlled from the forearm 			
imitate* vertical stroke			
imitate horizontal stroke			
imitate circular stroke			
imitate cross formed of horizontal and vertical lines: +			
copy* circle			
hold pencil with the ends of the thumb, index and middle fingers, lines made by movements of the wrist and whole hand 			
trace* diamond shape rounding the corners			

* definitions: *imitates* refers to the ability to execute a drawing after it has been demonstrated to the child
copies indicates the ability to reproduce a drawing from an example
traces the drawing is made on top of the provided sample

Fine Motor Control (cont'd)

Fine Motor Control	NAME ______________ DATE ______________		
The student will develop graphic skills.			
The student will:	has mastered	still learning	needs to learn
copy cross: +			
copy right and left diagonal lines: / and \			
copy square			
hold pencil with mature three-point grasp supported by the tips of the thumb, index and middle fingers; with pencil manipulated by fine localized movements of these fingers 			
copy oblique cross: X (right and left diagonal lines)			
copy triangle			
copy diamond			

Fine Motor Control (cont'd)

Fine Motor Control

NAME ______________________
DATE ______________________

The student will develop manuscript printing.

The student will:	has mastered	still learning	needs to learn
"draw" first name (often all upper case) without understanding sound-symbol association or knowledge of whole alphabet			
execute vertical strokes using top to bottom direction			
form circular strokes in counterclockwise direction if right handed, clockwise if left handed			
execute diagonals resulting in accurate angles using top to bottom stroke			
trace letters made of straight lines: F, H, I, L, T, i, l, t			
trace letters formed with curved lines, circles and half circles: C, G, O, c, g, o			
trace letters with straight lines and curves: B, D, J, P, R, S, U, b, d, g, h, j, m, n, p, r, s, u			
trace letters made of straight lines and diagonals: A, K, M, W, X, Y, Z, k, w, x, y, z			
imitate letters made of straight lines			
imitate letters formed with curved lines, circles and half circles			
imitate letters made of straight lines and diagonals			
imitate letters made of straight lines and curves			
copy letters from a sample			

Fine Motor Control (cont'd)

Fine Motor Control

NAME ______________________
DATE ______________________

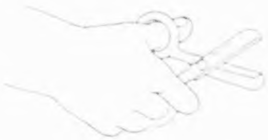
The student will develop manuscript printing.

The student will:	has mastered	still learning	needs to learn
form letters legibly from memory			
demonstrate ability to print uppercase letter with corresponding lowercase partner from memory			
uniformly space letters within single words and then sentences			
transcribe (copy) words — letter by letter from sample			
transcribe simple sentences with attention to details of letter order, spacing between words and placement on the line			
transcribe several sentences accurately with attention to capitalization and punctuation			

Fine Motor Control (cont'd)

Fine Motor Control		NAME ________ DATE ________	
The student will cut with scissors.			
The student will:	has mastered	still learning	needs to learn
hold scissors in two hands and open and close them on paper			
hold scissors appropriately* and control blade opening and closing			
snip narrow strips of stiff paper randomly			
cut forward across a 5 cm wide strip of stiff paper using consecutive cuts (jagged edges result)			
cut 5 cm forward on a wide (6 mm) line			
cut 15 cm forward on a wide (6 mm) line			
cut out simple straight-sided geometric shapes: squares, rectangles, triangles and diamonds within a 6 mm tolerance of the line			
cut 5 cm forward on a narrow (3 mm) line			
cut 15 cm forward on a narrow (3 mm) line			
cut out simple straight-sided geometric shapes within 3 mm tolerance of the line and without cutting off corners			
cut out gentle arc using short separate snips (wide 6 mm line)			

* **Mature scissor grasp:** The scissor is held perpendicular to the floor, thumb through top loop, middle/or middle and ring finger through the bottom loop and index finger remains outside of loop resting at base of lower loop to steady the scissor and control lateral orientation.



Fine Motor Control (cont'd)

Fine Motor Control	NAME ____________ DATE ____________		
The student will cut with scissors.			
The student will:	has mastered	still learning	needs to learn
cut out semicircle adjusting paper position simultaneously during controlled scissor blade closure (narrow 3 mm line)			
cut out full circle with dynamic interaction between two hands (narrow 3 mm line)			
cut out irregular shape consisting primarily of sections of straight lines			
cut out complex figures consisting of combinations of curves, straight lines, angles and sharp changes in direction			

NOTE: Ensure that appropriate handedness and size of scissor is supplied to student.

Section III
Subject Area Learnings

The checklists for mathematics, reading and writing reflect the current Alberta Education programs of study. The programs of study include more extensive information about each of these subject areas and this information should be considered when planning student programming. Although the charts present expectations in isolation, it is important to remember that demonstrations of learning usually include the application of many skills in a particular context.

The skills in each of the areas are organized by grade to indicate the year of schooling in which they are learned by most students. For example, Grade 1 skills are those skills that most students learn in their first year of school. Other students may learn these skills earlier or later.

Cognitive Development

Cognitive Development	NAME ______ DATE ______		
The student will:	has mastered	still learning	needs to learn
show an interest in the environment (look at and listen to new stimuli)			
follow an object's movement			
repeat an action that has an interesting effect			
look for something that has been hidden			
imitate simple actions			
use an object as a tool to obtain desires			
point to pictures in a book upon request			
imitate sounds or body movements after a short period of time			
sort objects into two categories			
recognize and name simple shapes			
complete a simple pattern			
complete a two-piece puzzle — straight cut diagonally			
place three pictures in a sequence to tell a story			
match simple drawings of shapes/letters/numerals			
sing a nursery song			
display a visual memory of four items			
demonstrate a verbal memory of four items			
draw a person with at least seven distinct body parts			

Cognitive Development (cont'd)

Cognitive Development

NAME ____________________
DATE ____________________

The student will:	has mastered	still learning	needs to learn
complete 12-piece puzzle			
categorize according to function			
put graduated sizes in order			
recognize and name five capital letters			
attend to task for 15 minutes			
identify first, middle, last name			
rhyme words			
copy own name in large irregular letters			

Mathematics

Mathematics

NAME ______________________
DATE ______________________

The student will develop Pre-grade 1 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
begin to demonstrate the traits of a successful problem solver in the environment as well as when using pictures or graphs			
be able to identify, reproduce, create and extend patterns using two (or more) actions with objects			
sort objects by attributes			
match members of two sets of manipulatives, and describe the relationship between the two sets using the terms more than, greater than, fewer than, less than, the same as/equal (no written symbols)			
rote count to nine			
recognize numerals to nine			
match numerals to a set			
add and subtract through role playing and the use of manipulatives (no use of written symbols)			
use the following terms for measurement of length: big/small, long/short			
use the following terms for measurement of capacity: empty/full			
use the following terms for measurement of weight: heavy/light			
use the following terms for measurement of temperature: hot/cold			

Mathematics (cont'd)

Mathematics

NAME ______________________________
DATE ______________________________

The student will develop Pre-grade 1 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
have an awareness of the terms used for time: now, before, long time/short time, yesterday, today, tomorrow			
show awareness that purchasing involves an exchange of money or tokens for goods or services			
use non-standard units to compare two objects			
recognize spatial relationships; i.e., up/down, on/off, over/under, etc.			
with guidance, collect, display and interpret data in solving problems from daily life; e.g., shoes with velcro, shoes with laces			

Mathematics (cont'd)

Mathematics	NAME ______________ DATE ______________		
The student will demonstrate Pre-grade 1 understanding of shapes.			
The student will:	has mastered	still learning	needs to learn
classify three-dimensional objects using the terms: balls, boxes, cans, cones			
match circle			
match square			
match triangle			
match rectangle			

Mathematics (cont'd)

Mathematics

NAME ______________________________
DATE ______________________________

The student will develop Grade 1 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
match numbers of two sets; determine equivalent and non-equivalent sets			
use fewer than, greater than, more than, less than, equal to, to describe numbers (no symbols)			
associate a number with equivalent sets			
order numbers to 10			
read and write numerals to 100			
identify the number of 10s and the number of 1s in any two-digit number			
understand processes of addition and subtraction			
symbolize addition and subtraction situations			
demonstrate mastery of basic facts involving subtraction and addition through nine			
tell time to the hour			
recite and order the days of the week			
use shorter, longer, thicker, heavier and lighter than when comparing two or more objects			
estimate and measure using non-standard units of length, capacity, mass			
identify instruments for measuring length, capacity, mass, time and temperature			
recognize pennies, nickels, dimes and quarters, and state values of each			

Mathematics (cont'd)

Mathematics	NAME ____________________ DATE ____________________		
The student will develop Grade 1 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
classify three-dimensional objects			
recognize and name circle, square, triangle, rectangle			
collect data from the immediate environment to construct graphs, using pictures or objects and discuss the results			

Mathematics (cont'd)

Mathematics	NAME ____________ DATE ____________		
The student will develop Grade 2 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
identify the cardinal number associated with a set of objects			
order numbers and recognize "betweeness" 0 – 100			
read and write numerals 0 – 999			
name and use ordinals first to tenth			
identify the number of 100s, 10s and 1s in a given three-digit numeral			
identify multiples by counting by 5s, 10s and 100s			
identify and write proper fractions in a concrete and pictorial setting			
symbolize addition and subtraction situations			
understand the basis of the commutative property for addition			
understand the processes of multiplication and addition			
demonstrate mastery of basic facts involving sums and minuend to 18			
add and subtract to 99 without regrouping			
tell time to hour, half hour and quarter hour			
write hour, half hour and quarter hour using standard notation			
read dates on the calendar			

Mathematics (cont'd)

Mathematics

NAME ______________________

DATE ______________________

The student will develop Grade 2 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
recite months of the year in order			
read a Celsius thermometer to five degree intervals			
estimate and use standard units of length, capacity and mass with correct symbols: m, cm, L, kg			
identify appropriate measuring instruments for a given task			
count a collection of coins up to 25 cents			
give equivalent value of coins up to 25 cents			
make purchases up to 25 cents			
classify three-dimensional objects in relation to corners, edges and faces			
classify three-dimensional figures using three-dimensional objects and two-dimensional figures			
demonstrate symmetry through folding and cutting			
construct and interpret pictographs and simple bar graphs, using data collected from immediate environment			

Mathematics (cont'd)

Mathematics

NAME ______________________________
DATE ______________________________

The student will develop Grade 3 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
order and determine "betweeness" of whole numbers (0 – 1000) and understands symbols >, < and =, to show relationships			
read and write numerals (0 – 9999)			
identify multiples by counting by 2s, 5s, 10s, 25s, 100s, (0 – 1000)			
identify the number of 1000s, 100s, 10s, and 1s in a number			
write numbers in expanded notation (0 – 1000) and vice versa			
identify, write and compare proper fractions from concrete and pictorial representation (halves, thirds, quarters, fifths, tenths)			
read and write decimals from concrete and pictorial situations (tenths only)			
identify addition, subtraction, multiplication and division situations			
add and subtract two- or three-digit numbers without regrouping			
symbolize multiplication and division situations			
understand the commutative property of addition and multiplication			
identify related sentences for addition, subtraction, multiplication and division			
understand the unique effect of zero and one in addition and multiplication			
demonstrate mastery of basic facts involving sums and minuends to 18, and products and dividends to 45			

Mathematics (cont'd)

Mathematics

NAME ____________________

DATE ____________________

The student will develop Grade 3 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
multiply whole numbers by 10 and 100			
tell and write the time to the nearest hour, half hour, quarter hour and five-minute intervals			
order months of the year			
read the Celsius thermometer to one degree intervals and use the degree symbol			
count collections of coins up to $1			
make purchases and change up to $1			
extend estimation and measurement to include the use of standard units kilometre and decimetre with symbols km and dm			
use standard measuring instruments (metre stick, litre container, mass scales, calendar, Celsius thermometer)			
classify and identify three-dimensional objects and two-dimensional figures			
construct simple three-dimensional objects			
construct simple two-dimensional figures			
identify symmetric figures and draws lines of symmetry on two-dimensional figures			
identify the axes			
collect data and construct pictographs and simple bar graphs			
interpret pictographs and simple bar graphs			
locate position of an object on a grid			

Mathematics (cont'd)

Mathematics	NAME DATE		
The student will develop Grade 4 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
round whole numbers to the nearest thousand			
write whole numbers in expanded notation and vice versa			
identify and name place value of digits (0.01 – 99 999)			
identify and write a fraction to represent a point on a number line, a part of a region or a part of a set (emphasis on halves, thirds, quarters, fifths and tenths)			
identify equivalent fractions			
read, write and order whole numbers and decimals (0.01 – 99 999)			
regroup tenths and hundredths			
add and subtract numbers using standard and expanded notation			
multiply whole numbers by one- and two-digit whole numbers; estimate products			
write related sentences for addition, subtraction, multiplication and division			
demonstrate mastery of basic factors for sums and minuends to 18 and products and dividends through 81			
divide one- and two-digit whole numbers by a one-digit divisor (with and without remainders); estimate quotients			
multiply whole numbers by 10, 100 and 1000			

Mathematics (cont'd)

Mathematics	NAME ______________ DATE ______________		
The student will develop Grade 4 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
add and subtract decimals to hundredths			
read and write time to minutes			
read Celsius thermometer and determine reasonableness of reading to given situations			
extend estimation and measurement to include the use of the standard units of millimetre, millilitre and gram with symbols mm, mL and g			
use appropriate standard measuring units for length, capacity and mass			
use money (coins and bills) for purchasing and making change			
express linear measure to nearest tenth and hundredth of a meter			
identify properties of three-dimensional objects and two-dimensional figures			
determine whether or not a two-dimensional figure is symmetric; draw axes of symmetry			
translate slides and reflect (flip) concrete objects			
construct pictographs and bar graphs			
interpret pictographs and bar graphs			
write coordinates as ordered pairs			
graph ordered pairs			

Mathematics (cont'd)

Mathematics	NAME __________ DATE __________		
The student will develop Grade 5 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
identify and name place value of digits (0.001 – 999 999)			
round whole numbers (limit to the nearest 10 000)			
round numbers to tenths and hundredths			
express and generate proportional ratios			
solve for the missing numeral in proportional ratios without using cross products			
express tenths, hundredths and thousandths as fractions and decimals			
generate equivalent fractions for halves, quarters, fifths, tenths and hundredths			
regroup tenths, hundredths and thousandths			
read, write and order whole numbers and decimals (0.001 – 999 999)			
add and subtract whole numbers; estimate sums and differences			
demonstrate mastery of basic facts			
multiply and divide whole numbers and decimals by 10, 100 and 1000			
add, subtract and multiple decimals (sums, differences and products to thousandths)			
divide decimals by one-digit whole numbers			
read and write time to seconds			

Mathematics (cont'd)

Mathematics

NAME ______________________
DATE ______________________

The student will develop Grade 5 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
read a 24-hour clock			
extend estimations and measurements including tonne and its symbol t			
read distances according to a scale			
draw two-dimensional figures to scale using grid paper			
use appropriate standard measuring units for length, capacity and mass			
understand the system for metric prefixes of basic units, including the use of symbols kilo (k), hectare (h), dec (d), cent (c), mill (m)			
express linear measures in expanded form			
express equivalent linear measures			
find perimeter of polygons without using formula			
find area of polygons without using formula			
find volume of rectangular solids without using formula			
construct and draw two-dimensional figures			
distinguish two-dimensional figures, similar, congruent or similar and congruent			
identify and draw translations (slides), reflection (flips) and rotations (turns), of two-dimensional figures			

Mathematics (cont'd)

Mathematics	NAME ____________ DATE ____________		
The student will develop Grade 5 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
test congruency of polygons using translations, reflections and rotations			
name corresponding sides and vertices of congruent polygons			
identify and name line segments, lines, rays and angles			
construct pictographs, bar and line graphs			
interpret and solve problems using pictographs, bar, line and circle graphs			
read and write coordinates from a graph			
graph ordered pairs			
generate ordered pairs from a given relationship			

Mathematics (cont'd)

Mathematics	NAME ______ DATE ______		
The student will develop Grade 6 skills in mathematics.			
The student will:	has mastered	still learning	needs to learn
identify and name place value to billions (0.0001 – 1 000 000 000)			
write decimal numerals using expanded notation			
round numbers (0.001 – 999 999 999)			
identify and use proportional ratios			
express halves, quarters, fifths, as fractions or decimals			
express fractions and decimals as a per cent or vice versa			
identify and order integers			
read, write and order whole numbers and decimals (0.001 – 1 000 000 000)			
add and subtract whole numbers and decimals; estimate sums and differences			
demonstrate mastery of basic facts			
multiply whole numbers and decimals using one- two- and three-digit multipliers; estimate products			
divide whole numbers and decimals using one- two- and three-digit whole number divisors			
divide whole number and decimals using one decimal place divisors			
check multiplication by division and division by multiplication			

Mathematics (cont'd)

Mathematics

NAME ______________________
DATE ______________________

The student will develop Grade 6 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
mentally compute simple addition, subtraction, multiplication and division			
calculate averages and percentages			
find perimeter of polygons with and without a formula			
find areas of triangles and rectangles using a formula			
find volume of rectangular solids using a formula			
read and determine distances according to a scale			
draw diagrams according to a scale			
read the 24-hour clock and write corresponding time notation			
understand and use the systems for metric prefixes of basic units, including the use of symbols: kilo, hector, dec, cent, mill			
express equivalent measures within units of length, capacity, mass and time, with symbols			
measure angles			
construct and draw prisms, pyramids, cones and cylinders			
translate, rotate, reflect and enlarge two-dimensional figures			

Mathematics (cont'd)

Mathematics

NAME ____________________
DATE ____________________

The student will develop Grade 6 skills in mathematics.

The student will:	has mastered	still learning	needs to learn
identify and test congruency, using translations (slides), reflections (flips) and rotations (turns)			
name corresponding sides, vertices, angles of congruent polygons			
identify and name intersecting lines, parallel lines, perpendicular lines and angles			
construct pictographs, bar and line graphs			
interpret and solve problems, using pictographs, bar, line and circle graphs			
locate points in all four quadrants			
generate and graph ordered pairs from a given relationship (no negative numbers)			

Reading

Reading

NAME ______________________
DATE ______________________

The student will demonstrate Pre-grade 1 understanding of reading.

The student will:	has mastered	still learning	needs to learn
recognize logos and signs			
have favourite books and stories			
recognize familiar pictures in stories			
develop interest in different kinds of stories and books			
create stories to match illustrations in books and stories			
describe story action which matches illustrations			
place book in proper position for reading			
flip through book			
turn pages one at a time			
recognize left to right and top to bottom progression			
vocalize as stories are read			
insert words and phrases while stories are read			
repeat stories from memory			
ask for favourite stories to be repeated			
demonstrate learning from books and stories			
distinguish between print and other marks on the page			

Reading (cont'd)

Reading	NAME ______ DATE ______		
The student will demonstrate Pre-grade 1 understanding of reading.			
The student will:	has mastered	still learning	needs to learn
recognize some letters and begin to demonstrate understanding of sound-letter correspondence			
use his or her experiences with sounds, letters or words to assist in reading			
begin to apply semantics or meaning clues as a strategy for predicting and identifying words and phrases			
begin to apply his or her knowledge and experiences of structure and patterns (syntactic cues) to identify words or phrases			

Reading (cont'd)

Reading

NAME ____________________
DATE ____________________

The student will develop Grade 1 level reading skills.

The student will:	has mastered	still learning	needs to learn
demonstrate book knowledge (left-to-right, book order)			
retell the content in random order			
read printed words and understand their meanings			
recognize the pattern in a story and may describe and/or explain it			
respond personally to a book (likes, dislikes, interpretations)			
share books confidently by reading, retelling or responding			
locate illustrations in a book to support what it is saying			
recognize that illustrations tell or enhance the story			
note titles, authors, illustrators			

Reading (cont'd)

Reading

NAME ______________________________
DATE ______________________________

The student will develop Grade 2 level reading skills.

The student will:	has mastered	still learning	needs to learn
provide a summary sentence to describe what the selection was about			
answer direct questions about the selection			
retell main events from selection in sequence			
locate or describe specific information in the text or illustrations to support personal thoughts and feelings			
identify the type of pattern in the book; e.g., the words rhymed, problem and solution			
search through a book to locate information for sharing			
select a book and give a simple reason for choice; e.g., read before, nice pictures, fun			
compare self and personal experiences to characters or events in the selection			
demonstrate storytelling behaviours; e.g., stance, awareness of audience, use of props			

Reading (cont'd)

Reading

NAME ______________________
DATE ______________________

The student will develop Grade 3 level reading skills.

The student will:	has mastered	still learning	needs to learn
provide a summary statement about the main idea of a selection			
provide descriptive details about information read			
provide descriptive details about the settings of main events			
provide descriptive details about the characters in a story			
use words that are associated with particular genres			
sequence the events in a similar order as in a selection			
express personal feelings, orally and in writing, about what was read			
refer to the author			
read silently for long periods of time			
self-correct when miscues interfere with meaning			

Reading (cont'd)

Reading

NAME ________________________

DATE ________________________

The student will develop Grade 4 level reading skills.

The student will:	has mastered	still learning	needs to learn
gather information from visual sources			
identify the point of view in a story or selection			
make generalizations about main characters			
discriminate fact from an author's opinion			
describe the feelings or emotions of characters			
determine feelings and attitudes of characters in a selection			
focus questions on the topic of a selection			
classify ideas from a selection into categories			
identify a variety of types and forms of literature and visual arts			

Reading (cont'd)

Reading	NAME ____________ DATE ____________		
The student will develop Grade 5 level reading skills.			
The student will:	has mastered	still learning	needs to learn
make predictions based on what has been read			
show understanding of a story by creating alternate story endings or tableaus			
determine characters' roles			
determine an author's purpose in a piece of writing			
identify and analyse point of view expressed by an author			
use conventions of print to enhance expression when reading aloud or role playing			
determine whether the story is fiction or non-fiction			

Reading (cont'd)

Reading	NAME ______ DATE ______		
The student will develop Grade 6 level reading skills.			
The student will:	has mastered	still learning	needs to learn
paraphrase the main ideas in a story or selection			
draw conclusions about characters' behaviours			
identify and respond to mood and theme in a selection			
analyse and appreciate point of view expressed by an author			
understand that each paragraph contains information that is linked to the previous paragraph			
make connections between two selections, situations or themes			
identify cause of events and effect on characters			

Writing

Writing

NAME ______________________
DATE ______________________

The student will develop Pre-grade 1 level writing skills.

The student will:	has mastered	still learning	needs to learn
hold pencil in tripod grasp (thumb, fist and second finger)			
trace own name			
print own name			
trace letters which incorporate horizontal and vertical lines (T, H, I, E, F, L, t, l, i)			
copy letters which incorporate horizontal and vertical lines			
trace letters which incorporate curved lines and straight strokes (a, b, c, d, o, p, B, C, D, O, P)			
copy letters which incorporate curved lines and straight strokes			
trace letters which combine straight lines and curves (G, J, E, U, e, f, g, h, m, n, q, r, s, u)			
copy letters made of straight lines and diagonals (M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, z)			
trace letters which incorporate diagonal lines			
copy individual letters when named			
experiment with pictures, diagrams, symbols, letters, words or phrases to represent ideas or experiences			

Writing (cont'd)

Writing

NAME ______________________

DATE ______________________

The student will develop Grade 1 level writing skills.

The student will:	has mastered	still learning	needs to learn
use a personal point of view to communicate a message (tone, voice)			
express personal feelings and experiences through words			
tell information in a straightforward list-like manner			
recall and retell events			
formulate and record ideas			
copy work from a model provided			
use drawing to complement written work			
rely on adult scribes			
connect ideas together by using a sequence such as: beginning and ending, a pattern, a writing form			
print along a line (left to right) with spacing between words			
make approximate spellings for some words by using consonant sounds and letter names as clues; e.g., strar for straw; horese for horse			
use standard spelling for known words			
use punctuation (periods)			

Writing (cont'd)

Writing

NAME ______________________

DATE ______________________

The student will develop Grade 2 level writing skills.

The student will:	has mastered	still learning	needs to learn
draw from personal background knowledge for story events			
vary print for emphasis; e.g., using all capital letters			
demonstrate awareness of time in a story sequence; e.g., one evening, the next day, in the morning			
present a problem and solve with a simplistic solution			
provide supportive details about some of the information			
use and sustain a pattern from literature or daily life			
organize ideas sequentially (beginning, middle, ending)			
use opening and closing sentences or signals; e.g., once upon a time, ever since, happily ever after, the end			
use connecting words in sentences; e.g., and, and then, but, so			
choose words to meet their own purposes			
use descriptive words			
use standard spelling for commonly used words			
spell words according to how they hear the consonant and vowel sounds; e.g., allwas for always, forist for forest			

Writing (cont'd)

Writing	NAME ____ DATE ____		
The student will develop Grade 2 level writing skills.			
The student will:	has mastered	still learning	needs to learn
use punctuation to indicate the end of a sentence			
include dialogue, usually unpunctuated			
use capitalization (in titles, to begin sentences)			
use form, size and spacing of letters consistently			
include a title			

Writing (cont'd)

Writing

NAME ______________________
DATE ______________________

The student will develop Grade 3 level writing skills.

The student will:	has mastered	still learning	needs to learn
communicate a message so that the reader understands the writer's intent			
foreshadow tone of story in title			
personalize thoughts and ideas			
appeal to the reader's interest in selection of content and details			
support the intent of the writing with descriptive details			
develop story elements of character, plot, setting			
order information in a coherent sequence (maintain topic)			
make a page layout visually appealing			
provide closure for the message			
attempt a variety of sentence types and lengths for effect			
vary sentence beginnings			
show general control of subject and verb agreement			
use specific words and phrases to add clarity and interest to the writing (strong nouns and verbs)			
show general control of spelling, punctuation and capitalization (errors present usually do not affect the clarity of communication)			
mark dialogue with quotation marks			

Writing (cont'd)

Writing	NAME ____________ DATE ____________		
The student will develop Grade 4 level writing skills.			
The student will:	has mastered	still learning	needs to learn
use the point of view of another participant as well as personal point of view			
communicate a clear message to the reader (focus on a topic, theme or concept)			
develop and connect beginnings and endings			
use simple, compound and complex sentence structures			
use correct verb tenses consistently			
vary sentence beginnings by using phrases			
organize information using a variety of techniques; e.g., point form, numbered paragraphs, webs			
choose nouns, verbs, conjunctions and phrases to achieve particular effects			
use generally correct spelling, capitalization and punctuation			
plan ideas prior to writing			
recognize some errors when reading own writing aloud and make necessary changes			

Writing (cont'd)

Writing	NAME ____________ DATE ____________		
The student will develop Grade 5 level writing skills.			
The student will:	has mastered	still learning	needs to learn
show clear style and voice			
use adjectives to create mood			
use dialogue to develop characters and enhance plot			
organize writing for conventional formats; e.g., letters, reports, books			
sequence ideas in a smooth flowing fashion			
control humour			
combine sentences effectively			
use precise and descriptive vocabulary appropriate to topic and style			
use a variety of punctuation appropriately			
use essentially correct capitalization, punctuation and spelling			
recognize appropriate syntax, grammar and sentence structure when proofreading own writing and make necessary changes			
continue a writing project over several days			

Writing (cont'd)

Writing	NAME ____________________ DATE ____________________		
The student will develop Grade 6 level writing skills.			
The student will:	has mastered	still learning	needs to learn
develop a clear introduction			
select details to illustrate an idea			
use a tone which is appropriate for the form			
relate what the student knows to new information and ideas			
link ideas using strategies such as compare and contrast, cause and effect, problem and solution			
explain a point of view			
organize writing using paragraphs			
use variety in sentence type and length			
control language and format to appeal to reader; e.g., lively, interesting, dynamic			
use vocabulary appropriate to a specific form and purpose; e.g., entertain (humour), persuade (argue), inform, explain, reflect			
use dialogue selectively and correctly punctuated			
use essentially correct capitalization, punctuation, spelling and grammar			
use strategies for editing independently			

Spelling

The following charts provide information about the grade level at which most students demonstrate particular spelling skills. It is important to remember that, as in all things students are expected to learn, they learn to spell in different ways and at different rates.

Phonic Analysis of Words

	Consonant Sounds	**Vowel Sounds**
Grade 1	• Key Consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z	• Short Vowels: a, e, i, o, u (medial position)
Grade 2	1. Regular consonant sounds (initial, medial, final): b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z 2. Blends: bl, pl, sl, fl, gl, cl, br, tr, gr, dr, fr, cr, spr, str, thr, st, sn, sp, spl 3. Digraphs: sh, ch, ng, nk, wh, th (voiced or unvoiced) 4. Variants: x, c, k, s, ck 5. Silent l	1. Short vowels: a, e, i, o, u (initial or medial position) 2. Long vowels represented by: a. single vowels; b. two vowels together; c. final e 3. Diphthongs: ow, ou, oy, oi 4. Digraphs: ay, oo, ee, ea, ow 5. Vowel sounds controlled by r: er, or, r, ur, ar 6. Final y 7. Unconventional spellings: a. single vowels (from, off, cold); b. silent e (give, done); c. two vowels (been, said); d. other (they, eye)
Grade 3	1. Initial blends: pr, sc, sk, squ, sm, tw, gw 2. Final blends: ft, ld, lk, mp, nd, nt, rd, sk, st 3. Silent: gh, t, w, b, k 4. Digraphs: gh (f-sound; e.g., laugh) 5. Variants: hard, soft c, g	1. Digraphs: ui, ai, ou, oa 2. Variants: ie 3. Unconventional spellings: a. single vowels (kind, full); b. silent e (whose, sure); c. two vowels (bread, friend, great); d. other (aunt, says, could)

Spelling (cont'd)

	Consonant Sounds	Vowel Sounds
Grade 4	• qu • ph spelling of f • ch spelling of k • g spelling of g or j sound (frog, bridge) • silent w (wrinkle) • silent s (island) • silent t (pitch, often) • gh as f (rough)	• al sound (chalk) • e sound (castle) • unconventional spellings (bush, lose, busy) • ei, ie sounds (weigh, field)
Grade 5		• el sound (model) • al sound (central) • unconventional spellings (does, canoe)
Grade 6		• unconventional spellings (route, onion)

Structural Analysis of Words

	Prefixes	Suffixes	Verb Forms	Plurals & Possessives	Contractions/Abbreviations	Compounds
Grade 1						
Grade 2		er, est, ing	• s or es for third person singular • d or ed ending for past tense	Plurals: add s or es Possessives: add s (yours)		Recognizing compounds (today)
Grade 3		Adding a suffix: a. when doubling or final consonant is required; e.g., hopped, hopping; b. when silent "e" is dropped; e.g., coming	• Change y to i before es and ed • Past, present, future (was, am, will be)	Plurals: change y to i before es; add es to words ending in x, s, ch Possessives: add 's	• One letter omissions • More than one letter omissions	Examples: airplane, something
Grade 4	un, re, dis, in, de	ly, ful, en, y, number suffixes (fifteen, fifty); other suffixes ness, less, tion		Plurals: change f to v before es	Abbreviations for days, holidays, months and proper names	

Structural Analysis of Words (cont'd)

	Prefixes	Suffixes	Verb Forms	Plurals & Possessives	Contractions/Abbreviations	Compounds
Grade 5	ex, pro, can, cam, pre, im	ment, ty, let (booklet), ite (favorite), ship (friendship), sion (occasion), ian (musician)		Possessives: form singular and plural possessives (nouns and pronouns)	Abbreviations of measures, titles and directions (Ave., St.)	Hyphenated compounds
Grade 6	bi, tri, ec	Other suffixes: ar (regular), ive, ure (future), ain (captain), age (voyage), ent (innocent), ant (servant), ate (senate), ence (difference), able, hood, ery (dictionary), ern (southern), ic (historic), ize (civilize), or (conductor), ous (dangerous)				• Two word compounds (per cent) • Names of places

Syllabication Dictionary and Glossary Usage

	Syllabication	Location of Words	Pronunciation of Words	Definitions and Word Forms
Grade 1				
Grade 2	Hearing two-syllable words (yellow, going)	• Using picture dictionaries for locating correct spelling of words • Alphabetizing to two letters		
Grade 3	Syllable division: open and closed patterns, primary accent	Alphabetizing to three letters	Diacritical marks indicating long and short vowels	
Grade 4	1. Three and four syllable words 2. Primary and secondary accents 3. Common syllables e, for, be, en, mis, al, ish	• Entry words: a. special type; b. divided into syllables; c. root words listed; d. abbreviations; e. separate entry for heteronyms • Guide words • Alphabetizing to four letters	Dictionary pronunciation guide: 1. Silent letters omitted 2. Consonant sounds represented by single consonant b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z 3. Two letter sounds: ch, sh, th, wh, ng, x as ks, qu as kw, nk as ngk, ch as k (choir), zh (measure), hw (what) 4. Vowel sounds: û (foot), ū (moon), e (her, turn, bird), o (haul, saw, all), ô (order), oi (boy, oil), â (arm), ou (cow, mouse), ō (shore) 5. Sch..... (rather, about) 6. Endings: ture as cher (picture), tion as shun (election) 7. Primary and secondary accents	• Separately numbered definitions for words with more than one meaning • Illustrative sentences used • Capitalization

Syllabication Dictionary and Glossary Usage (cont'd)

	Syllabication	**Location of Words**	**Pronunciation of Words**	**Definitions and Word Forms**
Grade 5	digraphs: ck, th, ch, sh (crock/er, oth/er); multi-syllable words	• Using dictionaries to locate correct spelling of words by making choices on the options: (coming, comeing, cuming, kumming, or koming) • Alphabetizing to five letters	Endings: age as ij (cottage)	• Parts of speech • Synonyms • Alternate spellings (theatre, theater) • Irregular verb forms (trimmed, wrote) • Irregular comparative and superlative adjective forms (trimmer, trimmest)
Grade 6	consonant before ie	• Suffixes listed as entry words (less) • Prefixes listed as entry word (un)	Endings: r (offer, grammar, sailor); sure as zher (measure); ent as nt (student); ant as nt (servant); ive as iv (active); ate as it (separate)	

Extending and Enriching Spelling Skills

	Extensions	Enrichment
Grade 1		
Grade 2	• Homonyms (to, two, too) • Antonyms (last, first)	
Grade 3	• Homonyms (its, it's; ate, eight) • Antonyms (cry, laugh) • Synonyms • Heteronyms (close - [klos]) (close - [kloz])	
Grade 4	• Homonyms (whole, hole) • Unconventional spellings (minute) • Spelling of days, months, holidays, proper names • Heteronyms (lead - led) (lead - leed)	• Derivations • Proof reading
Grade 5	• Homonyms (hymn, him; isle, aisle, I'll) • Unconventional spellings (gloves) • Spelling of measures and numbers • Heteronyms (con'-test, con-test')	
Grade 6	• Homonyms (principal, principle) • Unconventional spellings (thread) • Heteronyms (sep'a ret', sep'a rit, or sep'rit)	Etymology

Classroom Behaviours

Classroom Behaviours

NAME ______________________________

DATE ______________________________

The student will:	has mastered	still learning	needs to learn
arrive on time			
bring necessary materials to class			
be ready to begin lessons when introduced by teacher			
attend class regularly			
wait for own turn			
share information and ideas			
maintain appropriate appearance			
follow classroom rules			
demonstrate non-disruptive behaviour during class			
cooperate willingly with teacher and/or other staff requests			
cooperate willingly with appropriate peer requests			
respond to requests without delays			
negotiate with teacher and peers			
disagree using appropriate language			
accept assignments without complaining			
keep notebooks organized according to teacher expectations			
share materials			
follow classroom procedures			
demonstrate on-task behaviour			
manage class time effectively			
complete assignments on time			
adhere to behavioural contract			
work without extrinsic reinforcement			
demonstrate appropriate clean-up responsibilities			

Classroom Behaviours (cont'd)

Classroom Behaviours

NAME ______________________
DATE ______________________

The student will:	has mastered	still learning	needs to learn
cooperate within a small working group			
demonstrate respect for another's opinion			
demonstrate respect for personal space			
admit mistakes and correct them			
accept criticism well			
check for understanding and paraphrase			
follow directions and timelines			
check for agreement			
encourage others			
share feelings			
respond to others' ideas			
demonstrate responsible action in situations outside the classroom			
adjust appropriately to new situations			
set realistic personal goals			
accept consequences of personal decisions			
manage time to include work, school and leisure			
demonstrate self-confidence			
recognize dangerous social situations			
recognize the difference between friends, family, strangers			
form positive relationships with adults			
form positive relationships with peers			
select appropriate friends			
demonstrate honesty with peers/adults			
express concepts of right vs. wrong			
respect others; i.e., person, property, etc.			

Section IV
Life Skills

Life skills are skills that are essential for personal well-being and that support the knowledge, skills and attitudes all students are expected to learn.

For the purposes of this document, life skills are organized in domains. A review of the literature indicates that there is no single recommended set of domains. Domains are usually broad and permit maximum flexibility in interpretation. The domains selected for use in this document have a high degree of commonality with domains described in the literature about programming for students with special needs. The following domains were selected for use in this document.

Domestic and family life: skills a student needs to learn to participate in domestic activity now and in the future.

Personal and social development: skills a student needs to participate in family and community life.

Leisure/recreation/arts: skills a student needs to learn to enable him or her to constructively occupy free time.

Citizenship and community involvement: skills a student needs to learn to maximize independent functioning in a wide range of environments within the community.

Career development: skills a student needs to learn to participate in the work place.

In the development and revision of curriculum, Alberta Education uses the terms *general learner expectations* and *specific learner expectations*. General learner expectations are concise statements that identify what students are expected to know, be able to do and be like on completion of a course or grade level of a program. Specific learner expectations indicate the context in which general learner expectations apply. They identify specific applications of what students are expected to know, be able to do and be like on completion of a course or grade level of an identified component of a program. The general learner expectations in each domain are similar for all students. The specific learner expectations in each of the domains will vary because of the different needs and abilities of each student.

The charts which follow provide a continuum of specific learner expectations for each of the general learner expectations associated with the domains selected for use in this document. The specific learner expectations are categorized under the headings *Pre-grade 1, elementary, junior high* and *senior high school* to provide a general reference point. However, because students learn at different rates and in different ways, many will not demonstrate their learning in the same order or within the same category as printed in the charts. As well, many students will demonstrate expectations associated with senior high school without demonstrating expectations associated with earlier levels of schooling.

The charts provide a way of organizing specific learner expectations for individual students. The content of each chart is similar to that included in the literature review and the advice received in the preparation of this document. The skills in each chart are placed at the level at which most students demonstrate mastery. Some students may demonstrate mastery at earlier or later levels and in a different sequence than indicated in the chart.

The section, Checklists for Determining Starting Points of Instruction (page ESS.192), provides the content of each of these charts in a checklist format that can be used in determining starting points of instruction for each student.

Linking Essential and Supportive Life Skills with the Programs of Study

The charts which follow illustrate that learner expectations associated with essential and supportive life skills are similar to those from courses of study included in the programs of study.

Domain	General Learner Expectations	Courses With Similar General Learner Expectations
Domestic and Family Life	• learn about family life	• English, language arts, social studies
	• perform cleaning tasks	• CTS, health, home economics
	• plan and prepare meals	• CTS, health, home economics
	• serve food	• CTS, health, home economics
	• care for clothing	• health, home economics
	• understand time	• mathematics, business education, industrial education
	• be aware of the community	• language arts, social studies
	• understand how to manage money	• business education, mathematics, social studies, IOP
Personal and Social Development	• demonstrate knowledge of self	• health, CALM
	• demonstrate social skills	• health, social studies, CALM, IOP
	• demonstrate knowledge of interpersonal skills	• English, health, language arts, social studies, IOP
	• dress and undress independently	• health
	• demonstrate fastening and unfastening	• health
	• use the bathroom independently	• health
	• bathe independently	• health
	• demonstrate establishment and maintenance of relationships	• CALM, health, social studies
	• groom self independently	• CALM, health
	• eat independently	• health, home economics, CTS
	• demonstrate independence in personal safety	• CTS, health, science, social studies
	• demonstrate ability to communicate by telephone	• business education, CTS, language arts, IOP
	• be knowledgeable about the effects of substance abuse	• health, CALM
	• use a computer independently	• mathematics, CTS, language arts, IOP

Linking Essential and Supportive Life Skills with the Programs of Study (cont'd)

Domain	General Learner Expectations	Courses With Similar General Learner Expectations
Leisure/Recreation/Arts	• participate in games • demonstrate knowedge of games • use computer games • participate in recreational activities • demonstrate knowledge of games • be physically fit • express themselves through drama • develop an appreciation of music • use the public library • participate in arts and crafts	• physical education • physical education • social studies, mathematics, CTS • physical education • physical education • physical education • fine arts, language arts • fine arts • language arts • home economics
Citizenship and Community Involvement	• know how to conduct social interactions in the community • demonstrate safety in the community • use services available in the community • know how to travel in the community • know how to shop for personal needs • know how to order food in a restaurant • demonstrate environmental awareness	• English, language arts, social studies • health, social studies, science, IOP • health, social studies, IOP • health, social studies, IOP • CTS, home economics, business education, IOP • home economics, health • all courses
Career Development	• be prepared for the world of work • plan for a career • learn to manage time	• CALM, English, health, language arts, social studies, IOP • CALM, health, social studies, IOP • CALM, health, CTS, IOP

Developing a Curriculum Matrix[6]

A curriculum matrix is used to link the student's IPP objectives and the opportunities for achieving these objectives in general education classes. The matrix is completed by listing the IPP objectives along the left axis and the courses and/or activities along the other axis. The teacher then decides which objectives can be taught logically and appropriately during which courses and/or activities. The matrix may also be used to identify those IPP objectives that are more naturally addressed in other environments.

A blank form and two completed matrices follow.

NAME										
IPP Objectives	**General Education Classes**							**Other Environments**		

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[6] From "Meeting functional curriculum needs in middle school general education classrooms," by S. Field, B. LeRoy and S. Rivera, 1994, *Teaching Exceptional Children*, 46(2), p. 42. Reprinted with permission.

Curriculum Matrix Sample Completed Form

Sample 1 – **RUTH (Elementary)**	**General Education Classes**							**Other Environments**		
IPP Objectives	**MATH**	**SCI**	**SOC**	**LA**	**PHYS ED**	**RECESS LUNCH**	**HLTH**	**LIB**	**BUS**	**STORE**
Read, listen and view for 15 minutes			X	X			X	X		
Gain increased physical control over her body					X	X	X		X	X
Use picture communication		X	X	X		X	X	X	X	
Increase interactions with peers/staff			X	X	X	X		X	X	

Curriculum Matrix Sample Completed Form (cont'd)

Sample 2 – **SAM (Secondary)**	**General Education Classes**							**Other Environments**		
IPP Objectives	**MATH 14**	**SCI 14**	**FOOD ST**	**WORK EXP**	**PHYS ED**	**COMPUTER**	**CALM**	**LIB**	**BUS**	**STORE**
Make single item purchase				X						X
Wheel his chair to a variety of locations		X	X		X	X	X	X		X
Use a variety of sources to gain information from his environment		X				X	X	X		
Interact with peers using his communication board	X	X	X			X	X			
Increase independence in daily routines	X	X	X	X	X	X	X			
Communicate choices	X	X	X			X	X	X		X

Program Analysis Worksheets (PAW)

Program analysis worksheets can assist in planning and managing program modifications. To develop a program analysis worksheet:

- list class learner expectations on the left hand side of the PAW
- list the type of assessment used for typical students
- determine if the student can achieve the learner expectation as it is
- determine if the student can achieve the learner expectation if the teacher adapts presentation/ environment, expectations, materials, assistance or assessment
- list relevant IPP objectives; e.g., the student raises a hand for attention, on the right-hand side of the sheet
- the student may be working on fewer learner expectations than other students; highlight these
- a blank form and two completed program analysis worksheets are provided on pages ESS.141–143. One was written for Katie and is based on the Grade 5 social studies program. The other was written for Ivan and is based on the Grade 11 CALM 20 program.

Note: There does not have to be an adaptation under each heading on the worksheet. The fewer adaptations the student needs to achieve the learner expectation, the better.

For more information on modifying programs, see Book 1 *Teaching for Student Differences* in the *Programming for Students with Special Needs* series.

Program Analysis Worksheet (Paw)[7]

Name: ______________________ Date Initiated: ______________________

Curricular Area: ______________________ Review Date: ______________________

			IS IT APPROPRIATE?		MODIFICATIONS	
Class Learner Expectations highlight appropriate learner expectations	Assessment	As is	With adapted presentation/environment, expectations, materials, assistance, assessment	Person Resp.	Individual Objectives (IPP)	Assessment — Comments (date achieved)

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[7] From *Homecoming model* (p. 67), by J. S. Thousand, et al., 1986, Burlington, VT: University of Vermont. Reprinted with permission.

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Program Analysis Worksheet (PAW)[8]
Sample Completed Form

Name Katie

Date Initiated: September 30

Curricular Area Grade 5 Social Studies – Topic A Canada Its Geography and People

Review Date: October 30

			IS IT APPROPRIATE?		MODIFICATIONS	
Class Learner Expectations highlight appropriate learner expectations	Assessment	As is	With adapted presentation/environment, expectations, materials, assistance, assessment	Person Resp.	Individual Objectives (IPP)	Assessment — Comments (date achieved)
The student will understand that Canada has distinct physical regions	draw a map of Canada with provinces/territories and capital cities	Y	will be given an outline map of Canada and be required to draw the provinces/territories and mark the locations of the capitals Will orally identify each province/territory and capital and the scribe will write the names	teacher	Katie will be able to orally participate in class assignments, assistance with writing will be provided when necessary	Achieved, she had no difficulty with the vocabulary and names, she was able to spell the names correctly
	exam – label provinces/territories and capital cities on a map of Canada	Y	will orally identify each province/territory and capital and the scribe will write the names			
The student will understand that Canada has distinct political divisions	written assignment – demonstrating an understanding of different groups having different viewpoints on, for example, the family	N	will present an audiotape or a videotape selection on how she views family and how another group of Canadians may view the family (compare and contrast – two points)	teacher		
The student will understand that Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment	colour a map of Canada reflecting population density and compare this to climate	Y	none required			
	written exam – explain three ways a. Canadians living in the north and b. Canadians living on the East coast adapt to their environment	N	will take the written exam in an oral format with time extensions as necessary, a scribe will write the answers	teacher		

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[8] From ECSS Educational and Counselling Support Services (1995) Reprinted with permission

Program Analysis Worksheet (PAW)[9]
Sample Completed Form

Name Ivan

Date Initiated: September 15

Curricular Area Grade 11 CALM 20 – Theme 3 – Relationships

Review Date: October 15

			IS IT APPROPRIATE?		MODIFICATIONS	
Class Learner Expectations highlight appropriate learner expectations	Assessment	As is	With adapted presentation/environment, expectations, materials, assistance, assessment	Person Resp	Individual Objectives (IPP)	Assessment — Comments (date achieved)
Understanding relationships, personal and impersonal	oral report	Y	work with another student; use a reporter interview format; give three facts about family relationships	peer and teacher		
Recognizing commitments and expectations, levels of commitment, meeting personal needs, life cycle influences	written assignment, discuss three relationships from social, emotional, physical and emotional dimensions	N	will cut out two pictures, one showing how he feels about his mother, the other about his father	teacher		
Developing, maintaining, enhancing stable and satisfying relationships, relationships change, role of conflict and conflict resolution	demonstration through an interactive/ competitive game format	N	will identify orally or with pictures one thing he likes about peers in his circle of friends and one thing he does not like	teacher; circle of friends	Ivan will enhance his peer relationships by participating in lunch with his circle of friends	Achieved, he likes the company and dislikes being treated like a little kid
Dealing with grief and loss; identify the process and skills necessary	a collage depicting feelings related to a loss after one week; one month, six months; one year	Y	will find a picture of a person (or a pet) with whom he was close who either died or moved away; will be able to express appropriate feelings	teacher		
Choices and challenges relationships and networks	participate in a team event where an individual cannot succeed alone	Y	will participate to the full degree he is able	teacher and peers	Ivan will participate with his circle of friends in various activities	Achieved; he participated in an obstacle course set up in the gym

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[9] From ECSS Educational and Counselling Support Services (1995). Reprinted with permission.

General Learner Expectations by Domain

Domestic and Family Life

The student will:

- learn about family life (ESS.145)
- perform cleaning tasks (ESS.146)
- plan and prepare meals (ESS.147)
- serve food (ESS.148)
- care for clothing (ESS.149)
- understand time (ESS.150)
- be aware of the community (ESS.151)
- understand how to manage money (ESS.152).

Personal and Social Development

The student will:

- demonstrate knowledge of self (ESS.153)
- demonstrate social skills (ESS.154)
- demonstrate knowledge of interpersonal skills (ESS.155)
- dress and undress independently (ESS.156)
- demonstrate fastening and unfastening (ESS.157)
- use the bathroom independently (ESS.158)
- bathe independently (ESS.159)
- demonstrate establishment and maintenance of relationships (ESS.160)
- groom self independently (ESS.161)
- eat independently (ESS.162)
- demonstrate independence in personal safety (ESS.163)
- demonstrate ability to communicate by telephone (ESS.164)
- be knowledgeable about the effects of substance abuse (ESS.165)
- use a computer independently (ESS.166).

Leisure/Recreation/Arts

The student will:

- participate in games (ESS.167)
- demonstrate knowledge of games (ESS.168)
- use computer games (ESS.169)
- participate in recreational activity (ESS.170)
- be physically fit (ESS.171)
- express himself or herself through drama (ESS.172)
- develop appreciation of music (ESS.173)
- use the public library (ESS.174)
- participate in arts and crafts (ESS.175).

Citizenship and Community Involvement

The student will:

- know how to conduct social interactions in the community (ESS.176)
- demonstrate safety in the community (ESS.177)
- use services available in the community (ESS.178)
- know how to travel in the community (ESS.179)
- know how to shop for personal needs (ESS.180)
- know how to order food in a restaurant (ESS.181)
- demonstrate environmental awareness (ESS.182).

Career Development

The student will:

- identify and demonstrate selected competencies needed by the world of work (ESS.184)
- identify alternative career paths and plan for a career (ESS.185)
- learn to manage time (ESS.186).

Charts for Determining Starting Points of Instruction

Domestic and Family Life

Domestic and Family Life		The student will learn about family life.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • differentiate between immediate family members and others • greet family members • follow family rules that apply to self.	The student will: • demonstrate increasing awareness of home environment by identifying areas of the home and personal belongings • indicate understanding of concept of family; recognize siblings, parents, and self as a unit • identify belongings of other family members • identify family members by role • assume responsibility for self and belongings.	The student will: • identify extended family members by name and role • participate in family decision making.	The student will: • identify how family roles and responsibilities change with age • identify how own family is unique • recognize need for family courtesy and family rules • assume responsibility for own behaviour.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will perform cleaning tasks.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • recognize where toys and belongings are kept • recognize that familiar household items have a regular place • recognize and cooperate with familiar household routines.	The student will: • put toys away • recognize household chores that need to be carried out • assist with cleaning for a short period of time • identify cleaning tasks that need to be done • clean his or her own living space • initiate cleaning tasks in the classroom • use basic cleaning equipment with assistance.	The student will: • assist with cleaning areas of dwelling • independently undertake classroom cleaning chores • use cleaning equipment and supplies with assistance.	The student will: • care for own living and work space independently • select cleaning material and equipment and use independently • initiate household cleaning • clean others' belongings and living space.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will plan and prepare meals.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • distinguish between edible and non-edible substances • assist in selection of food items while shopping • use fork and spoon appropriately; use knife for some cutting of semi-solids.	The student will: • use condiments independently • prepare simple snacks • assist with chores related to food production • assist in setting the table • prepare uncooked breakfast • clean up after snacks • use kitchen utensils with safety • participate in family food shopping • know where food may be purchased • use kitchen appliances with safety.	The student will: • purchase food items • prepare school lunch • identify basic food order • independently prepare table for meal • independently clear table after meal • plan meals for one day • prepare a variety of simple meals.	The student will: • demonstrate independence in grocery shopping • make a simple shopping list • plan meals for week • interpret recipes • prepare simple recipes.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will serve food.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • get own food items and utensils for snacks • pour drink from a pitcher with assistance.	The student will: • offer food to others • get own lunch box, open containers, serve self • carry tray/plate of food • pour drinks for family members.	The student will: • pass food to family members and guests.	The student will: • take responsibility for serving food for entire meal.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will care for clothing.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • recognize storage places for clothing.	The student will: • place clothing in proper storage area • place soiled clothing in laundry area • hang clothing in closet • assist with sorting laundry • assist with folding completed laundry.	The student will: • launder personal items of clothing • read clothing labels • sort and fold laundry • identify clothing in need of repair • learn simple sewing techniques • sew buttons and hems • select and purchase clothing • iron flat items • pack for a trip.	The student will: • launder and iron clothing independently • identify and take appropriate clothing to dry cleaners.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will understand time.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • understand that different activities occur at different times of the day • follow a picture schedule • understand and use: today, this morning, tonight	The student will: • understand and use: yesterday, tomorrow, last week, next week, last year, next year • respond to time signals at school • respond to time cues (table setting and meal time, bathing and bedtime) • begin to organize work and play time • tell time on digital clock • use analogue clock/watch with assistance.	The student will: • tell time • organize personal time • schedule activities • tell time from analogue clock/watch.	The student will: • develop a personal schedule for school activities over longer periods of time.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will be aware of the community.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • recognize basic personnel associated with community services • visit and use community services with adults.	The student will: • identify areas adjacent to home neighbourhood • identify community services • identify personnel associated with community services • identify and locate key locations in school community • follow the rules of the neighbourhood • identify community facilities • distinguish between civic, provincial and federal government.	The student will: • identify cultural differences in the community • use community services with independence • use community facilities with independence • describe responsibilities of civic, provincial and federal government.	The student will: • understand the importance of community rules • understand rights as an individual • be aware of international government • be aware of the role of international government agencies.

Domestic and Family Life (cont'd)

Domestic and Family Life		The student will understand how to manage money.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • apply the term "money" to all coins and bills • sort and match coins.	The student will: • distinguish different coins • label coins • recognize that money is needed for purchases • match coins required to make a purchase • manage allowance • understand equivalent values of coins • recognize coins and bills in combination • write money symbols • identify $2, $5, $10, $20 dollar bills • identify dollars and cents when written • perform tasks for small monetary rewards • understand people earn money by doing something for someone else • manage bank account with assistance.	The student will: • keep money in a safe place • save money • perform small jobs for money • purchase items independently • manage bank account with assistance.	The student will: • understand value of money • earn money regularly • compare prices of similar materials • understand borrowing, repayment • budget and plan for expenditures. • manage a bank account.

Personal and Social Development

Personal and Social Development		The student will demonstrate knowledge of self.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • understand his or her own name • know names of family members • know gender • state siblings' names • state town or city • state birthday.			

Personal and Social Development (cont'd)

Personal and Social Development		The student will demonstrate social skills.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • maintain eye contact with care giver • refrain from unattractive or rude gestures and noises in public • attempt social contact with age peers • display affection to age peers and adults	The student will: • maintain appropriate distance when speaking to others • refrain from touching genital area of self or others • respond to and initiate social greeting • respect personal space of self and others • say "excuse me" before interrupting • apologize for wrong doing • demonstrate socially acceptable behaviour • laugh at appropriate points in a story or situation • seek privacy for clothing adjustment • look to others for social cues • touch others only when socially acceptable.	The student will: • use appropriate titles to address adults • pause and allow others to speak • respect privacy of others.	The student will: • initiate and pursue conversation • conclude conversation politely.

Personal and Social Development (cont'd)

Personal and Social Development		The student will demonstrate knowledge of interpersonal skills.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: - approach peers without fear - demonstrate affection for age peers.	The student will: - become aware of inappropriate touching - accept choices made by others - respond to verbal and non-verbal communication - resolve minor conflicts - categorize familiar and unfamiliar people - verbalize desire to be friends - initiate friendly activity - address other students and adults properly - identify person to whom need can be expressed - recognize roles of familiar people - distinguish between needs and wants.	The student will: - communicate in a number of ways - get attention of listener(s) before speaking - seek assistance when needed - intervene in unsafe or conflict situation - modify behaviour as required - recognize mood changes in others.	The student will: - ask questions to get information - communicate feelings in a variety of ways - make choices between activities - respond appropriately to familiar and unfamiliar people with respect to age and role - contribute to classroom decision making - resolve conflict with peers without assistance.

Personal and Social Development (cont'd)

Personal and Social Development		The student will dress and undress independently	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • cooperate while being dressed/undressed • assist with dressing/undressing • put on/remove sleeved garment with assistance • put on/remove legged garment with assistance • put on/remove socks • remove shoes independently • put shoes on correct foot • put on/remove sweaters, T-shirts • manage zippers, snap and velcro fasteners • dress/undress independently.	The student will: • dress appropriately for activity • select appropriate clothing for weather • tie bow knot • manage back fastener.	The student will: • differentiate soiled clothing from clean, pressed from wrinkled • change clothing when soiled.	The student will: • select clothing appropriate to occasion • be aware of proper clothing fit • clean shoes • be aware of basic colour and fashion coordination • select some of own wardrobe.

Personal and Social Development (cont'd)

Personal and Social Development		The student will demonstrate fastening and unfastening.	
Pre-grade 1	**Elementary**	**Junior High**	**Senior High**
The student will: • unbutton single large buttons • zip/unzip zipper without separating or inserting shank • snap or hook clothing in front • unzip front zipper on jacket, separating shank • button series of medium buttons on front of clothing • unbuckle shoe or belt • buckle up shoe strap or belt • zip up jacket zipper inserting shank	The student will: • thread lace through shoe eyelet • untie knot on apron or shoe lace • tie an overhand knot (first knot of shoe tying) • tie bow knot of shoe lace • tie hood strings on coat • button back buttons/snap back snaps.	The student will: • hook/unhook bra fastener • tie bow knot on apron behind back.	

Personal and Social Development (cont'd)

Personal and Social Development		The student will use bathroom independently.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • indicate he or she is soiled • communicate need to use toilet • use potty independently • control bowel • communicate need to urinate; need for bowel movement • use toilet independently • urinate independently • stay dry through the night • complete bowel movement independently • care for all toiletting needs independently.	The student will: • use facilities in appropriate manner • wipe self independently after bowel movement • flush toilet consistently following use • recognize and use appropriate restroom.	The student will: • be socially acceptable in washroom use and transfer learning to new situations • be aware of health and personal hygiene safety issues in relation to use of public facilities.	

Personal and Social Development (cont'd)

Personal and Social Development		The student will bathe independently.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • cooperate with care giver when washing and drying hands • wash and dry hands with limited assistance • wash and dry hands independently • wash and dry face with assistance • turn water taps on and off independently • adjust tap to achieve desired water temperature and pressure • wash and dry face independently • bathe with assistance, demonstrating awareness of safety issues of water temperature and depth	The student will: • bathe without assistance • draw water independently • shampoo hair.		

Personal and Social Development (cont'd)

Personal and Social Development		The student will demonstrate establishment and maintenance of relationships.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • interact positively with peers.	The student will: • begin to develop behaviour associated with friendship • want to be friends with many peers • begin to recognize behaviours characteristic of friendship • begin to recognize behaviours not characteristic of friendship • establish friendships with family, classmates and school staff • learn about human sexuality.	The student will: • verbalize liking of peers • understand dating behaviour • recognize the responsibility of friendship • develop longer lasting relationships with members of both sexes • understand human sexuality.	The student will: • develop long-term friendships at school and in the neighbourhood • understand dating behaviour • demonstrate appropriate sexual behaviour • use correct language when describing sexual behaviour.

Personal and Social Development (cont'd)

Personal and Social Development		The student will groom self independently.	
Pre-grade 1	**Elementary**	**Junior High**	**Senior High**
The student will: • blow nose upon request • wipe nose when asked • brush teeth with assistance • comb hair • brush teeth independently • brush hair with assistance • wipe nose voluntarily • brush hair independently • practice hygiene associated with coughing and sneezing.	The student will: • clean nails • use deodorant.	The student will: • clean glasses • manage hygiene associated with menstruation • purchase personal care items • use cosmetics and grooming aids.	The student will: • maintain cleanliness of comb and brush • manage hair care; washing and styling • care for personal needs • shave.

Personal and Social Development (cont'd)

Personal and Social Development		The student will eat independently.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • drink from cup with assistance • drink from cup independently • use spoon to feed self • suck from straw • manage cups or glasses with one hand independently • chew food properly • use fork and spoon appropriately; use knife for some cutting of semi-solids.	The student will: • communicate need to eat • broaden variety of preferred foods.	The student will: • associate food items with an order for eating • associate foods and sources • control food consumption • identify foods by label.	The student will: • select appropriate food for meal • classify all foods • choose a balanced diet • recognize reasons for controlling consumption.

Personal and Social Development (cont'd)

Personal and Social Development		The student will demonstrate independence in personal safety.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • demonstrate safe use of play equipment • put playthings away • cooperate during activities promoting increased safety; e.g., accept use of seat belts, hold hands while crossing street • respond to commands such as "stop, no, don't touch, danger."	The student will: • use small objects with care and safety • demonstrate knowledge of safety rules • respond to supervision in play areas • warn others of danger • practise bicycle safety • know the dangers of not following safety rules • demonstrate safe use of recreational equipment • practice fire safety; follow routines of fire drills • use community recreational facilities safely • recognize where to seek help when hurt.	The student will: • organize work and play space to maximize safety • demonstrate safe use of equipment for work and play • determine unsafe features of work and play equipment.	The student will: • follow directions given in emergencies • independently use equipment • demonstrate knowledge of first aid procedures • know how to access emergency services.

Personal and Social Development (cont'd)

Personal and Social Development		The student will demonstrate ability to communicate by telephone.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • play with the phone • imitate phone conversation.	The student will: • answer the phone with a clear "hello" • use touch tone and dial phones • respond appropriately if call is for someone else • notify person wanted • carry on meaningful conversation if call is personal • use different responses for different types of calls • make local calls • use pay phone • write messages to be conveyed if call is for others • know how to use an answering machine.	The student will: • take and convey messages verbally • use yellow pages • use talking yellow pages • make long distance calls.	The student will: • ask for wanted party properly • end calls politely • hang up if caller refuses to identify self or uses obscene language • use directory assistance • locate number in phone book • access fax machine technology.

Personal and Social Development (cont'd)

Personal and Social Development		The student will be knowledgeable about the effects of substance abuse.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will	The student will: • understand that some substances can be harmful • identify the symbols for hazardous household products • learn the definition of a drug and understand that many commonly used substances can be considered drugs • understand that drugs can be helpful and harmful • distinguish between prescription and non-prescription drugs • demonstrate knowledge about the effects of caffeine, tobacco and alcohol • differentiate between use and abuse of drugs.	The student will: • identify types of drugs related to drug use and abuse • understand the effects of use and abuse of tobacco, alcohol and other drugs • know about the consequences of tobacco, alcohol and other drug abuse • understand the factors that may influence drug use/abuse	The student will: • be able to assess the risks to one's health and/or well-being related to the use/abuse of alcohol and other drugs • understand key issues related to impairment and driving • be aware of services available for the treatment of substance abuse.

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Personal and Social Development (cont'd)

Personal and Social Development		The student will use a computer independently.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will:	The student will: • turn the computer on and off • handle disks or other storage media that the computer uses • use a printer; turn it on and off and load it with paper • locate keys on keyboard using space bar, return, shift keys, cursor movement keys and escape key • recognize that the keyboard has a left and right hand side and that specific fingers are to be used for specific keys • perform simple trouble-shooting routines.	The student will: • keyboard, using proper techniques • use other hardware peripherals such as a mouse, modem, laboratory probes, MIDI keyboards, CD-ROM.	

Leisure/Recreation/Arts

Leisure/Recreation/Arts		The student will participate in games.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • participate in games led by others • understand taking turns • understand sharing equipment • imitate play activity of others • engage in symbolic play.	The student will: • attend to task • respond to direction from instructor • use courtesies associated with games • verbalize rules of games • participate in games with low level of organization (indoor/outdoor with decreasing amount of adult direction) • increase repertoire of games • initiate game activity • participate in intramural activity • participate in organized races • play simple games with others.	The student will: • participate in community led game activity • generalize skills to other games • show others how to play game.	The student will: • practise skills required for game • demonstrate sportsmanship in game activity • understand game safety • generalize game safety to other games.

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will demonstrate knowledge of games.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • assemble interlocking puzzles • put away games when finished • play card games requiring matching and sorting (simple classification).	The student will: • share items • play simple board games • play with electronic games • take turns in games • behave appropriately while waiting for turn • complete simple puzzles • play simple card games • understand purpose of rules for games.	The student will: • play board games requiring participant to take turns and follow complex rules • play card games with more complex playing procedures and more complex rules • play educational games • cooperate as a team player.	The student will: • play card games requiring memory skills and strategic play • understand leader/follower positions in games • play board games requiring playing strategies • complete word puzzles.

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will use computer games.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • know how to activate and deactivate game • play computer games with large display and manipulated by large muscle movement.	The student will: • use hand held electronic games • have favourite games • play games with lower levels of complexity • share games • know the vocabulary associated with computer games.	The student will: • attempt variety of games • attempt more complex games • engage in competition with others playing same game.	

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will participate in recreational activity.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • play with toys • imitate play activity of others • attend to single activity for short periods of time • listen to radio and tapes • watch television • attend movies with others.	The student will: • attend to play activity for longer periods of time • participate in community recreational activity with assistance • indicate preference for recreational activity • have preferences for specific media forms; e.g., television, comics, radio, pictures • make choices among available movies, videos • participate in community team sports activity (hockey, ball, soccer) • participate in track meet activities • participate in individual sports (golf, bowling, biking, roller blading) • demonstrate appropriate spectator skills • develop preferences for media themes (adventure, romance, western, science fiction) • go to movies with peers.	The student will: • specify preference about recreational activity • broaden the range of recreational activity in which he or she participates • develop preferences for particular actors.	The student will: • initiate participation in recreational activity • increase independence in participation • broaden recreational activity • develop preferences for a wider range of visual arts.

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will be physically fit.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • require less support in movement activities • climb play apparatus • ride a tricycle.	The student will: • participate in group physical activity • participate in individual physical activity • play ball games requiring large muscle activity • become involved in intramural activity • complete simple gymnastic movements.	The student will: • participate in games requiring small muscle control (ball throwing and catching, marbles) • understand importance of fitness; become interested in fitness activity • help develop group fitness plan.	The student will: • broaden range of activities; summer sports, winter sports and individual pursuits • demonstrate awareness of impact of diet on physical fitness • develop individual fitness plan • maintain physical fitness routine.

Leisure/Recreation/Arts (cont'd)

Leisure/Arts/Recreation		The student will express himself or herself through drama.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • imitate simple actions • imitate simple sounds • participate in dress-up activities • participate in symbolic play.	The student will: • imitate the actions of familiar animals • imitate the actions of familiar people • demonstrate feelings • role play familiar routines • participate in group activities • demonstrate actions associated with an activity • repeat parts of stories and verses.	The student will: • portray characters from a story or play • demonstrate a particular role from a story or play • demonstrate emotions of characters • participate in impromptu drama.	The student will: • take part in dramatic productions • demonstrate feelings and emotions.

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will develop appreciation of music.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • respond to music by facial expression, clapping, playing simple instruments	The student will: • listen to music for enjoyment • participate in musical games • imitate rhythmic movements • operate cassette recorders • play more complex musical instruments • participate in action songs.	The student will: • dance • move to music • understand more complex rhythm patterns • request partner to dance.	The student will: • perform contemporary dance forms • listen to music as a source of enjoyment.

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will use the public library.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • accompany others to library • select books with assistance • attend story time for short period • choose stories.	The student will: • listen attentively to story • select familiar books for reading • develop favourite categories of books • select books from a range of topics • select chapter books • know who the library staff are • select tapes, CDs and videos in library.	The student will: • use public library independently • begin to select books about areas of personal interest • select library material other than books; e.g., magazine or newspaper articles • understand responsibility for library materials • understand fines for overdue/lost material.	The student will: • know about other libraries.

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts		The student will participate in arts and crafts.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • explore a variety of media such as paints, markers, chalk or fingerpaint • explore gluing with a variety of collage materials • draw simple pictures with representation; e.g., face, house, car, tree • imitate simple crafts using cutting and gluing.	The student will: • use craft materials creatively or to copy a model • choose from several projects to make a craft • follow several simple illustrated steps to complete a craft • complete a project over time.	The student will: • develop interest in one or more arts or crafts activities which can be done independently as an enjoyable leisure activity.	The student will: • participate in arts and crafts activities sponsored by community organizations.

Citizenship and Community Involvement

Citizenship and Community		The student will know how to conduct social interactions in the community.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • express needs • begin to recognize roles of others in community • ask others for help when needed	The student will: • communicate needs more clearly • communicate needs to appropriate person • recognize role of service providers • use appropriate language to ask for services (from clerks, food servers) • discriminate between service providers and others • discriminate between friends and others • begin to settle disputes in acceptable ways.	The student will: • settle disputes and disagreements in an acceptable manner • offer to help others.	The student will: • conduct social interactions in community with confidence • recognize cultural differences in community.

Citizenship and Community Involvement (cont'd)

Citizenship and Community		The student will demonstrate safety in the community.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • obey "WALK, WAIT, DON'T WALK" signals • obey "STOP" signal • know meaning of "block parent" • recognize warning sign at railway crossing • respond to supervision • identify safe places to play • seek help when needed • obey buckle up sign or command.	The student will: • demonstrate safe use of play equipment, objects and materials • recognize and understand warning and safety signs; e.g., poison, explosives, flammable, fire exit, keep out, exit only • recognize and respond appropriately to warning sirens; e.g., fire alarm, sirens, smoke alarms • recognize emergency exits • expand knowledge of safety associated with facilities (swimming pool, skating rink) • know how to use 911 • care for minor injuries • manage personal medication • know how to set off fire alarm • demonstrate safe riding practices • know sources of help in emergency situations (block parent, police, bus driver, neighbours) • develop a home plan for fire safety.	The student will: • recognize consequences of not obeying safety rules • recognize dangers to personal safety • know first aid procedures • understand antidotes for hazardous products.	The student will: • alert others of danger • recognize importance of keeping equipment in good operating order • know how to travel safely on public transportation • teach first aid procedures to others • understand first aid associated with hazardous products • recognize dangerous goods routes.

Citizenship and Community Involvement (cont'd)

Citizenship and Community		The student will use services available in the community.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • accompany responsible adults to service outlets in the community • visit health clinic with responsible adult • attend story time at public library.	The student will: • accompany others on public transportation • deposit letter to be mailed in mail box • purchase stamps at post office outlet • mail letter at post office • meet with school nurse and other medical professionals at school • associate services available with location • wait in line for service • sign out selections at public library • associate staff role with community service • ask for help from community service personnel • use designated change rooms in public athletic facilities • follow current events in community paper.	The student will: • use public library independently • use change rooms independently • distinguish between recreational activity and services related to personal health and welfare • locate and use banking services • mail parcels at post office outlet • know from whom to seek information about the community.	The student will: • use community services independently • evaluate services provided • use delivery service of post office • consult doctor when necessary • establish medical check-up routine.

Citizenship and Community Involvement (cont'd)

Citizenship and Community		The student will know how to travel in the community.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • differentiate between vehicles • move about house, yard and school yard • practice safety rules • demonstrate understanding of directional terms — right, left, forward, back • know name, address, phone number; how to use emergency services.	The student will: • respond to travel commands; e.g., no standing • recognize familiar destinations • know safety rules associated with travel • travel throughout the community with increasing independence • relate mode of transportation to planned journey • recognize payment required for some forms of transportation • operate traffic safety equipment • identify own school bus • cross street independently • know when to refuse rides • understand safety habits associated with riding a bike • follow travel schedule; be at pick-up points on time.	The student will: • respond correctly to traffic signals • know how to seek assistance while travelling • know route between home, school, familiar places.	The student will: • travel independently throughout the community • participate in driver training program • use public transportation system • understand the safety habits associated with driving a vehicle.

Citizenship and Community Involvement (cont'd)

Citizenship and Community		The student will know how to shop for personal needs.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • behave in an appropriate manner when in stores.	The student will: • be aware of necessity for payment • use facilities in proper manner • know where needed items can be purchased within the community; within a large store • recognize directional labels in stores • take cue from others (lining up, standing quietly) • select item and enact payment (item and amount are prearranged) • request specific items in store • locate specific aisles in stores.	The student will: • complete a transaction independently • request assistance from clerk, if necessary.	The student will: • list possible purchases and prioritize items.

Citizenship and Community Involvement (cont'd)

Citizenship and Community		The student will know how to order food in a restaurant.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • indicate food choices • stand in line with others • deposit used food containers in supplied garbage bins	The student will: • know different types of restaurants • verbalize food choices • select and order food choices independently • understand payment required • select and obtain food items from vending machine • make alternate choices if preference not available • wait in line and follow line independently.	The student will: • accompany peers to fast food outlet • select, order, pay for fast food.	The student will: • select broader range of food outlets to visit • evaluate outlets • have food preferences • order a complete meal in restaurant.

Citizenship and Community Involvement (cont'd)

Citizenship and Community		The student will demonstrate environmental awareness.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • recognize plants and animals in the community • dispose of litter in proper container.	The student will: • develop understanding of weather and climate • develop understanding of effect of weather and climate on safety and planned activities • recognize natural land forms • identify and dispose of litter • participate in school recycling projects • specify use for leftovers • recognize a variety of litter containers • identify excessive use of energy (lights left on, equipment left running) • understand overuse threatens plants, animals and energy sources.	The student will: • understand people have control over the use of energy sources.	The student will: • generalize understanding of conservation • practise conservation in personal life.

Career Development[10]

The goals of career development for all students, including those with special needs, are:

- self-exploration and assessment
- development of skills related to personal living and employability
- career awareness
- career exploration
- career preparation.

Career development is a process that is the same for all students. Like all students, students with special needs need to learn skills which will enable them to be successful and independent in their adult life. The process for career development includes:

- occupation preparation and search
- occupation acquisition
- occupation maintenance.

School-community partnerships can help the school by providing practical experiences related to a range of life skills and a wide variety of career opportunities. The following charts and information are provided to help ensure that students with special needs realize success in learning related to career development.

Planning programming to help students achieve these objectives should be integrated into instructional activities in a developmental way so that these students can gain career concepts and learn to demonstrate the necessary behaviour. The graphic on page ESS.187 illustrates a continuum of career development. As in all developmental approaches, the concepts and attitudes learned during initial stages of development are integrated with the concepts and attitudes learned later.

A comprehensive career development program should include:

- instruction in functional academics
- a general introduction to the world of work
- instruction in the use of leisure time
- knowledge of parenting as an important career
- training in maintaining and locating a occupation
- assessment of vocational preferences and aptitudes
- counselling for parents about career choices for their child
- a range of options for providing off-campus experiences in the school and community
- social skills training
- counselling about career choices
- the development of skills for decision making
- provision of services to help the student adjust to the world of work.

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[10] From *Best practices in mild mental retardation*, by J. R. Patton, E. A. Polloway, G. A. Robinson and L. R. Sargent, 1989, Reston, VA: Council for Exceptional Children. Adapted and reprinted with permission.

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Career Development

Career Development		The student will identify and demonstrate selected competencies needed by the world of work.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • complete simple tasks.	The student will: • carry out assigned classroom or in-school tasks • complete task within a given time frame • adapt to requirements of new tasks • demonstrate a positive attitude about tasks • be consistent in the performance of routine tasks • accept direction • develop the habit of punctuality.	The student will: • carry out assigned in-school tasks • recognize the relationship between work and earnings • approach new tasks willingly • consider tools and equipment needed for tasks • self-evaluate selected task performances • maintain specified levels of quality in assigned tasks • observe safety rules • maintain satisfactory personal appearance • visit potential work sites • identify appropriate work-site behaviours • learn vocabulary of a variety of occupations • role play occupation interviews.	The student will: • complete an off-campus experience placement • demonstrate appropriate interpersonal skills in work environments • develop a personal resume • complete applications for selected occupations • complete a real or simulated occupation interview • use the telephone on occupation search • read and interpret help wanted advertisements • evaluate and apply for occupational benefits • become aware of legal rights of employees • understand meaning of income tax • complete income tax return with assistance • read and comprehend payroll deduction statements.

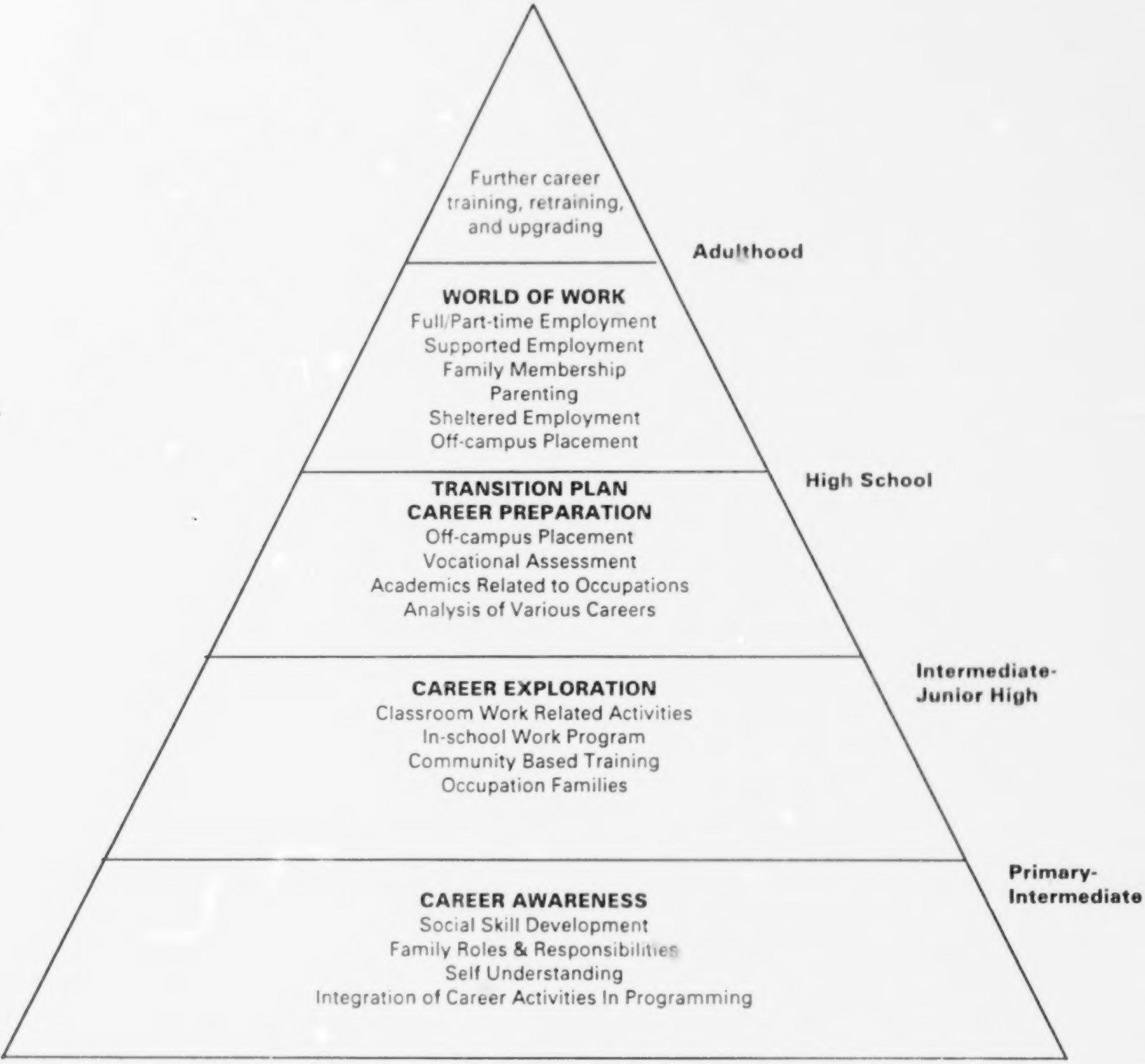
Career Development (cont'd)

Career Development		The student will identify alternative career paths and plan for a career.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • approach simple tasks with direction • comply with simple directions.	The student will: • be aware of family members work • recognize that different occupations require different skills.	The student will: • describe occupations of family members • describe competencies required in particular occupations • identify jobs of interest • obtain information about jobs of interest; e.g., entry-level requirements, wage rates • identify own interests and aptitudes.	The student will: • recognize own strengths and limitations in relation to occupation requirements • identify a job of interest that is commensurate with interest and abilities • seek work experience to support occupation interest • perform volunteer tasks • develop a career portfolio containing interests, aptitudes and evidence of career exploration.

Career Development (cont'd)

Career Development		The student will learn to manage time.	
Pre-grade 1	Elementary	Junior High	Senior High
The student will: • indicate familiarity with routines • return to classroom quickly after recess and lunch breaks.	The student will: • use words associated with time of day (morning, night, afternoon) • respond to time signals at school • plan free time activities • sequence steps in simple routines • know importance of being on time • tell time using digital clock • use analogue clock/watch with assistance • complete tasks in assigned time.	The student will: • help develop classroom schedule • attend to tasks • manage requests that result in time conflicts • tell time from analogue clock/watch.	The student will: • prepare personal time schedule • budget time for activities • complete time sheet.

Continuum of Career Development[11]


Further career training, retraining, and upgrading
Adulthood
WORLD OF WORK
Full/Part-time Employment
Supported Employment
Family Membership
Parenting
Sheltered Employment
Off-campus Placement
High School
TRANSITION PLAN
CAREER PREPARATION
Off-campus Placement
Vocational Assessment
Academics Related to Occupations
Analysis of Various Careers
Intermediate-Junior High
CAREER EXPLORATION
Classroom Work Related Activities
In-school Work Program
Community Based Training
Occupation Families
Primary-Intermediate
CAREER AWARENESS
Social Skill Development
Family Roles & Responsibilities
Self Understanding
Integration of Career Activities In Programming

CONTINUUM OF CAREER DEVELOPMENT

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[11] From *Best practices in mild mental retardation*, by J. R. Patton, E. A. Polloway, G. A. Robinson and L. R. Sargent, 1989, Reston, VA: Council for Exceptional Children. Adapted and reprinted with permission.

Preparing for Off-campus Learning Experiences

The following chart indicates student learning that will contribute to successful off-campus experience placements.

Elementary	Junior High School	Senior High School
The student will: • demonstrate dependability, initiative, reliability, perseverance and cheerfulness • learn about the calendar, time, money, shape, colour, quantitative concepts, written and spoken vocabulary • know about occupation families — understanding occupations related with products, social, managerial and human relations; similarities and differences between occupations; generalization regarding work • experience success at in-classroom work experience.	The student will: • apply academic learning to occupation-related activities • participate in the evaluation of vocational interests • participate in school work experience • gather information about occupations • learn work-site behaviours • have opportunities for decision making • visit potential occupation sites • learn vocabulary of a variety of occupations.	The student will: • participate in role playing for specific occupations • complete a off-campus experience placement • participate in occupation shadowing • receive a vocational assessment • receive occupation counselling • help develop a transition plan for moving from school to the world of work.

Providing students with opportunities for off-campus learning experiences is an effective strategy for acquainting them with the world of work. Providing off-campus experience opportunities requires careful planning to ensure that the opportunity for the student is maximized and that the employer benefits from the association as well.

Although basic work-site knowledge, skills and attitudes can be learned in the classroom, the opportunities for demonstrating career development competency is best provided through off-campus experience placement. An objective to be accomplished through off-campus learning experiences can be part of a student's IPP.

Planning Off-campus Learning Experience Opportunities

The following checklist provides a samples of items to be included in planning off-campus experience opportunities.

Survey opportunities for off-campus learning experiences in the community.	
Contact employers to inform them about off-campus experience education for students with special needs.	
Inform employers of their responsibilities to students and the benefits of off-campus experience to them and the student.	
Determine willingness of employers to consider off-campus experience students in the work site.	
Examine the work site to determine experiences that could be provided.	
Review the student's knowledge, skills, and attitudes related to off-campus experience learning.	
Discuss placement of the student at work site with parents.	
Visit work site with student; acquaint student with occupation opportunities.	
Determine student acceptance of placement; obtain parent permission in writing.	
Determine specific work assignment with student, parents and employer.	
Role play work-site responsibilities in classroom	
Arrange student transportation to work site.	
Ensure student knows who to contact if in difficulty; ensure employer knows who to contact.	
Monitor student performance at work site.	
Evaluate student performance at work site.	
Acknowledge contribution of employer to off-campus experience program.	

Suggestions for Evaluating Potential Off-campus Sites

Answers to the following questions will help determine if a particular off-campus site provides the best work-experience placement for a student.

- is the setting one which the students and his or her peers will value?
- Is the work at the site consistent with the student's interests?
- Does the off-campus site provide opportunities for the student to interact with people who are not disabled?
- Is the work environment safe?
- Does the off-campus site provide ongoing opportunities for learning?

Tips for Students and Parents about Off-campus Experience Placement

The following tips apply to all students participating in off-campus learning experience programs.

Students should:

- report to work a few minutes early
- not leave work early
- take breaks as directed by the work-site supervisor
- work safely at all times
- obey work-site rules
- tell the supervisor at the work site about any accidents
- let the work-site supervisor know if they are sick and can't be at work
- dress appropriately.

Feedback From the Employer

The following sample checklist can be used to obtain daily feedback from the employer at the off-campus site.

Employer's Daily Feedback

Date	**Employer/Supervisor**
Student	**Work Site**
1. Was ___________ on time for work today?	YES/NO
2. Did ___________ understand what he was expected to do?	YES/NO
3. Did ___________ complete his work assignment?	YES/NO
4. Was the quality of the work satisfactory?	YES/NO
COMMENTS:	
Please send this form back to the school with the student	

Checklists for Determining Starting Points of Instruction

These charts can be used to determine the starting points of instruction. The content of the charts is identical to the charts provided on pages ESS.145–186. Criterion referenced tests will help determine developmental levels in many areas. See Other Teacher Resources (ESS.240) for more information.

Domestic and Family Life

Domestic and Family Life	NAME ____________ DATE ____________		
The student will learn about family life.			
The student will:	has mastered	still learning	needs to learn
differentiate between immediate family members and others			
greet family members			
follow family rules that apply to self			
demonstrate increasing awareness of home environment by identifying areas of the home and personal belongings			
indicate understanding of concept of family; recognize siblings, parents and self as a unit			
identify belongings of other family members			
identify family members by role			
assume responsibility for self and belongings			
identify extended family members by name and role			
participate in family decision making			
identify how family roles and responsibilities change with age			
identify how own family is unique			
recognize need for family courtesy and family rules			
assume responsibility for own behaviour.			

Domestic and Family Life (cont'd)

Domestic and Family Life

NAME ____________________

DATE ____________________

The student will perform cleaning tasks.

The student will:	has mastered	still learning	needs to learn
recognize where toys and belongings are kept			
recognize that familiar household items have regular place			
recognize and cooperate with familiar household routines			
put toys away			
recognize household chores that need to be carried out			
assist with cleaning for a short period of time			
identify cleaning tasks that need to be done			
clean his or her own living space			
initiate cleaning tasks in the classroom			
use basic cleaning equipment with assistance			
assist with cleaning areas of dwelling			
independently undertake classroom cleaning chores			
use cleaning equipment and supplies with assistance			
care for own living and work space independently			
select cleaning material and equipment and use independently			
initiate household cleaning			
clean others' belongings and living space			

Domestic and Family Life (cont'd)

Domestic and Family Life

NAME ______________________________
DATE ______________________________

The student will plan and prepare meals.

The student will:	has mastered	still learning	needs to learn
distinguish between edible and non-edible substances			
assist in selection of food items while shopping			
use fork and spoon appropriately; use knife for some cutting of semi-solids			
use condiments independently			
prepare simple snacks			
assist with chores related to food production			
assist in setting the table			
prepare uncooked breakfast			
clean up after snacks			
use kitchen utensils with safety			
participate in family food shopping			
know where food may be purchased			
use kitchen appliances with safety			
purchase food items			
prepare school lunch			
identify basic food order			
independently prepare table for meal			
independently clear table after meal			
plan meals for one day			
prepare a variety of simple meals.			

Domestic and Family Life (cont'd)

Domestic and Family Life

NAME ______________________________
DATE ______________________________

The student will plan and prepare meals.

The student will:	has mastered	still learning	needs to learn
demonstrate independence in grocery shopping			
make a simple shopping list			
plan meals for week			
interpret recipes			
prepare simple recipes.			

Domestic and Family Life (cont'd)

Domestic and Family Life

NAME ______________________

DATE ______________________

The student will serve food.

The student will:	has mastered	still learning	needs to learn
get own food items and utensils for snacks			
pour drink from a pitcher with assistance			
offer food to others			
get own lunch box, open containers, serve self			
carry tray/plate of food			
pour drinks for family members			
pass food to family members and guests			
take responsibility for serving food for entire meal.			

Domestic and Family Life (cont'd)

Domestic and Family Life

NAME ______________________
DATE ______________________

The student will care for clothing.

The student will:	has mastered	still learning	needs to learn
recognize storage places for clothing			
place clothing in proper storage area			
place soiled clothing in laundry area			
hang clothing in closet			
assist with sorting laundry			
assist with folding completed laundry			
launder personal items of clothing			
read clothing labels			
sort and fold laundry			
identify clothing in need of repair			
learn simple sewing techniques			
sew buttons and hems			
select and purchase clothing			
iron flat items			
pack for a trip			
launder and iron clothing independently			
identify and take appropriate clothing to dry cleaners.			

Domestic and Family Life (cont'd)

Domestic and Family Life	NAME ____________ DATE ____________		
The student will understand time.			
The student will:	has mastered	still learning	needs to learn
understand that different activities occur at different times of the day			
follow a picture schedule			
understand and use: today, this morning, tonight			
understand and use: yesterday, tomorrow, last week, next week, last year, next year			
respond to time signals at school			
respond to time cues (table setting and meal time, bathing and bedtime)			
begin to organize work and play time			
tell time on digital clock			
use analogue clock/watch with assistance			
tell time			
organize personal time			
schedule activities			
tell time from analogue clock/watch			
develop a personal schedule for school activities over longer periods of time.			

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Domestic and Family Life (cont'd)

Domestic and Family Life	NAME ______ DATE ______		
The student will be aware of the community.			
The student will:	has mastered	still learning	needs to learn
recognize basic personnel associated with community services			
visit and use community services with adults			
identify areas adjacent to home neighbourhood			
identify community services			
identify personnel associated with community services			
identify and locate key locations in school community			
follow the rules of the neighbourhood			
identify community facilities			
distinguish between civic, provincial and federal government			
identify cultural differences in the community			
use community services with independence			
use community facilities with independence			
describe responsibilities of civic, provincial and federal government			
understand the importance of community rules			
understand rights as an individual			
be aware of international government			
be aware of the role of international government agencies.			

Domestic and Family Life (cont'd)

Domestic and Family Life

NAME ____________________

DATE ____________________

The student will understand how to manage money.

The student will:	has mastered	still learning	needs to learn
apply the term "money" to all coins and bills			
sort and match coins			
distinguish different coins			
label coins			
recognize that money is needed for purchases			
match coins required to make a purchase			
manage allowance			
understand equivalent values of coins			
recognize coins and bills in combination			
write money symbols			
identify \$2, \$5, \$10, \$20 dollar bills			
identify dollars and cents when written			
perform tasks for small monetary rewards			
understand people earn money by doing something for someone else			
manage bank account with assistance			
keep money in a safe place			
save money			
perform small jobs for money			
purchase items independently			
manage bank account with assistance			
understand value of money			
earn money regularly			
compare prices of similar materials			
understand borrowing, repayment			
budget and plan for expenditures			
manage a bank account.			

Personal and Social Development

Personal and Social Development

NAME ______________________

DATE ______________________

The student will demonstrate knowledge of self.

The student will:	has mastered	still learning	needs to learn
understand his or her own name			
know names of family members			
know gender			
state siblings' names			
state town or city			
state birthday.			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ______ DATE ______		
The student will demonstrate social skills.			
The student will:	has mastered	still learning	needs to learn
maintain eye contact with care giver			
refrain from unattractive or rude gestures and noises in public			
attempt social contact with age peers			
display affection to age peers and adults			
maintain appropriate distance when speaking to others			
refrain from touching genital area of self or others			
respond to and initiate social greeting			
respect personal space of self and others			
say "excuse me" before interrupting			
apologize for wrong doing			
demonstrate socially acceptable behaviour			
laugh at appropriate points in a story or situation			
seek privacy for clothing adjustment			
look to others for social cues			
touch others only when socially acceptable			
use appropriate titles to address adults			
pause and allow others to speak			
respect privacy of others			
initiate and pursue conversation			
conclude conversation politely.			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ______________ DATE ______________		
The student will demonstrate knowledge of interpersonal skills.			
The student will:	has mastered	still learning	needs to learn
approach peers without fear			
demonstrate affection for age peers			
become aware of inappropriate touching			
accept choices made by others			
respond to verbal and non-verbal communication			
resolve minor conflicts			
categorize familiar and unfamiliar people			
verbalize desire to be friends			
initiate friendly activity			
address other students and adults properly			
identify person to whom need can be expressed			
recognize roles of familiar people			
distinguish between needs and wants			
communicate in a number of ways			
get attention of listener(s) before speaking			
seek assistance when needed			
intervene in unsafe or conflict situation			
modify behaviour as required			
recognize mood changes in others			
ask questions to get information			
communicate feelings in a variety of ways			
make choices between activities			
respond appropriately to familiar and unfamiliar people with respect to age and role			
contribute to classroom decision making			
resolve conflict with peers without assistance.			

Personal and Social Development (cont'd)

Personal and Social Development

NAME ____________________
DATE ____________________

The student will dress and undress independently.

The student will:	has mastered	still learning	needs to learn
cooperate while being dressed/undressed			
assist with dressing/undressing			
put on/remove sleeved garment with assistance			
put on/remove legged garment with assistance			
put on/remove socks			
remove shoes independently			
put shoes on correct foot			
put on/remove sweaters, T-shirts			
manage zippers, snap and velcro fasteners			
dress/undress independently			
dress appropriately for activity			
select appropriate clothing for weather			
tie bow knot			
manage back fastener			
differentiate soiled clothing from clean, pressed from wrinkled			
change clothing when soiled			
select clothing appropriate to occasion			
be aware of proper clothing fit			
clean shoes			
be aware of basic colour and fashion coordination			
select some of own wardrobe.			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ____________ DATE ____________		
The student will demonstrate fastening and unfastening.			
The student will:	has mastered	still learning	needs to learn
unbutton single large buttons			
zip/unzip zipper without separating or inserting shank			
snap or hook clothing in front			
unzip front zipper on jacket, separating shank			
button series of medium buttons on front of clothing			
unbuckle shoe or belt			
buckle up shoe strap or belt			
zip up jacket zipper inserting shank			
thread lace through shoe eyelet			
untie knot on apron or shoe lace			
tie an overhand knot (first knot of shoe tying)			
tie bow knot of shoe lace			
tie hood strings on coat			
button back buttons/snap back snaps			
hook/unhook bra fastener			
tie bow knot on apron behind back.			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ______________ DATE ______________		
The student will use the bathroom independently.			
The student will:	has mastered	still learning	needs to learn
indicate he or she is soiled			
communicate need to use toilet			
use potty independently			
control bowel			
communicate need to urinate; need for bowel movement			
use toilet independently			
urinate independently			
stay dry through the night			
complete bowel movement independently			
care for all toiletting needs independently			
use facilities in appropriate manner			
wipe self independently after bowel movement			
flush toilet consistently following use			
recognize and use appropriate restroom			
be socially acceptable in washroom use and transfer learning to new situations			
be aware of health and personal hygiene safety issues in relation to use of public facilities.			

Personal and Social Development (cont'd)

Personal and Social Development

NAME ______________________________
DATE ______________________________

The student will bathe independently.

The student will:	has mastered	still learning	needs to learn
cooperate with care giver when washing and drying hands			
wash and dry hands with limited assistance			
wash and dry hands independently			
wash and dry face with assistance			
turn water taps on and off independently			
adjust tap to achieve desired water temperature and pressure			
wash and dry face independently			
bathe with assistance, demonstrating awareness of safety issues of water temperature and depth			
bathe without assistance			
draw water independently			
shampoo hair.			

Personal and Social Development (cont'd)

Personal and Social Development

NAME ______________________________

DATE ______________________________

The student will demonstrate establishment and maintenance of relationships.

The student will:	has mastered	still learning	needs to learn
interact positively with peers			
begin to develop behaviour associated with friendship			
want to be friends with many peers			
begin to recognize behaviours characteristic of friendship			
begin to recognize behaviours not characteristic of friendship			
establish friendships with family, classmates and school staff			
learn about human sexuality			
verbalize liking of peers			
understand dating behaviour			
recognize the responsibility of friendship			
develop longer lasting relationships with members of both sexes			
understand human sexuality			
develop long-term friendships at school and in the neighbourhood			
understand dating behaviour			
demonstrate appropriate sexual behaviour			
use correct language when describing sexual behaviour.			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ____________ DATE ____________		
The student will groom self independently.			
The student will:	has mastered	still learning	needs to learn
blow nose upon request			
wipe nose when asked			
brush teeth with assistance			
comb hair			
brush teeth independently			
brush hair with assistance			
wipe nose voluntarily			
brush hair independently			
practice hygiene associated with coughing and sneezing			
clean nails			
use deodorant			
clean glasses			
manage hygiene associated with menstruation			
purchase personal care items			
use cosmetics and grooming aids			
maintain cleanliness of comb and brush			
manage hair care; washing and styling			
care for personal needs			
shave.			

Personal and Social Development (cont'd)

Personal and Social Development

NAME ____________________
DATE ____________________

The student will eat independently.

The student will:	has mastered	still learning	needs to learn
drink from cup with assistance			
drink from cup independently			
use spoon to feed self			
suck from straw			
manage cups and glasses with one hand independently			
chew food properly			
use fork and spoon appropriately; use knife for some cutting of semi-solids			
communicate need to eat			
broaden variety of preferred foods			
associate food items with an order for eating			
associate foods and sources			
control food consumption			
identify foods by label			
select appropriate food for meal			
classify all foods			
choose a balanced diet			
recognize reasons for controlling consumption.			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ____ DATE ____		
The student will demonstrate independence in personal safety.			
The student will:	has mastered	still learning	needs to learn
demonstrate safe use of play equipment			
put playthings away			
cooperate during activities promoting increased safety; e.g., accept use of seat belts, hold hands while crossing street			
respond to commands such as "stop, no, don't touch, danger"			
use small objects with care and safety			
demonstrate knowledge of safety rules			
respond to supervision in play areas			
warn others of danger			
practise bicycle safety			
know the dangers of not following safety rules			
demonstrate safe use of recreational equipment			
practice fire safety; follow routines of fire drills			
use community recreational facilities safely			
recognize where to seek help when hurt			
organize work and play space to maximize safety			
demonstrate safe use of equipment for work and play			
determine unsafe features of work and play equipment			
follow directions given in emergencies			
independently use equipment			
demonstrate knowledge of first aid procedures			
know how to access emergency services.			

Personal and Social Development (cont'd)

Personal and Social Development

NAME ______________________

DATE ______________________

The student will demonstrate ability to communicate by telephone.

The student will:	has mastered	still learning	needs to learn
play with the phone			
imitate phone conversation			
answer the phone with a clear "hello"			
use touch tone and dial phones			
respond appropriately if call is for someone else			
notify person wanted			
carry on meaningful conversation if call is personal			
use different responses for different types of calls			
make local calls			
use pay phone			
write messages to be conveyed if call for others			
know how to use an answering machine			
take and convey messages verbally			
use yellow pages			
use talking yellow pages			
make long distance calls			
ask for wanted party properly			
end calls politely			
hang up if caller refuses to identify self or uses obscene language			
use directory assistance			
locate number in phone book			
access fax machine technology			

Personal and Social Development (cont'd)

Personal and Social Development

NAME ____________________________

DATE ____________________________

The student will be knowledgeable about the effects of substance abuse.

The student will:	has mastered	still learning	needs to learn
understand that some substances can be harmful			
identify the symbols for hazardous household products			
learn the definition of a drug and understand that many commonly used substances can be considered drugs			
understand that drugs can be helpful and harmful			
distinguish between prescription and non-prescription drugs			
demonstrate knowledge about the effects of caffeine, tobacco and alcohol			
differentiate between the use and abuse of drugs			
identify types of drugs related to drug use and abuse			
understand the effects of use and abuse of tobacco, alcohol and other drugs			
know about the consequences of tobacco, alcohol and other drug abuse			
understand the factors that may influence drug use/abuse			
be able to assess the risks to one's health and/or well-being related to the use/abuse of alcohol and other drugs			
understand key issues related to impairment and driving			
be aware of services available for the treatment of substance abuse			

Personal and Social Development (cont'd)

Personal and Social Development	NAME ____________ DATE ____________		
The student will use a computer independently.			
The student will:	has mastered	still learning	needs to learn
turn the computer on and off			
handle disks or other storage media that the computer uses			
use a printer; turn it on and off and load it with paper			
locate keys on keyboard using space bar, return, shift keys, cursor movement keys and escape key			
recognize that the keyboard has a left and right hand side and that specific fingers are to be used for specific keys			
perform simple trouble-shooting routines			
keyboard using proper techniques			
use other hardware peripherals such as a mouse, modem, laboratory probes, MIDI keyboards, CD-ROM.			

Leisure/Recreation/Arts

Leisure/Recreation/Arts	NAME ______________ DATE ______________		
The student will participate in games.			
The student will:	has mastered	still learning	needs to learn
participate in games led by others			
understand taking turns			
understand sharing equipment			
imitate play activity of others			
engage in symbolic play			
attend to task			
respond to direction from instructor			
use courtesies associated with games			
verbalize rules of games			
participate in games with low level of organization (indoor/outdoor with decreasing amount of adult direction)			
increase repertoire of games			
initiate game activity			
participate in intramural activity			
participate in organized races			
play simple games with others			
participate in community led game activity			
generalize skills to other games			
show others how to play game			
practise skills required for game			
demonstrate sportsmanship in game activity			
understand game safety			
generalize game safety to other games.			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts

NAME ______________________

DATE ______________________

The student will demonstrate knowledge of games.

The student will:	has mastered	still learning	needs to learn
assemble interlocking puzzles			
put away games when finished			
play card games requiring matching and sorting (simple classification)			
share items			
play simple board games			
play with electronic games			
take turns in games			
behave appropriately while waiting for turn			
complete simple puzzles			
play simple card games			
understand purpose of rules for games			
play board games requiring participant to take turns and follow complex rules			
play card games with more complex playing procedures and more complex rules			
play educational games			
cooperate as a team player			
play card games requiring memory skills and strategic play			
understand leader/follower positions in games			
play board games required playing strategies			
complete word puzzles			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts

NAME ____________________
DATE ____________________

The student will use computer games.

The student will:	has mastered	still learning	needs to learn
know how to activate and deactivate game			
play computer games with large display and manipulated by large muscle movement			
use hand held electronic games			
have favourite games			
play games with lower levels of complexity			
share games			
know the vocabulary associated with computer games			
attempt variety of games			
attempt more complex games			
engage in competition with others playing same game.			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts	NAME ______ DATE ______		
The student will participate in recreational activity.			
The student will:	has mastered	still learning	needs to learn
play with toys			
imitate play activity of others			
attend to single activity for short periods of time			
listen to radio and tapes			
watch television			
attend movies with others			
attend to play activity for longer periods of time			
participate in community recreational activity with assistance			
indicate preference for recreational activity			
have preferences for specific media forms; e.g., television, comics, radio, pictures			
make choices among available movies, videos			
participate in community team sports activity (hockey, ball, soccer)			
participate in track meet activities			
participate in individual sports (golf, bowling, biking, roller blading)			
demonstrate appropriate spectator skills			
develop preferences for media themes (adventure, romance, western, science fiction).			
go to movies with peers			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts

NAME ______________________________

DATE ______________________________

The student will participate in recreational activity.

The student will:	has mastered	still learning	needs to learn
specify preference about recreational activity			
broaden the range of recreational activity in which he or she participates			
develop preferences for particular actors			
initiate participation in recreational activity			
increase independence in participation			
broaden recreational activity			
develop preferences for a wider range of visual arts.			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts

NAME ______________________

DATE ______________________

The student will be physically fit.

The student will:	has mastered	still learning	needs to learn
require less support in movement activities			
climb play apparatus			
ride a tricycle			
participate in group physical activity			
participate in individual physical activity			
play ball games requiring large muscle activity			
become involved in intramural activity			
complete simple gymnastic movements			
participate in games requiring small muscle control (ball throwing and catching, marbles)			
understand importance of fitness; become interested in fitness activity			
help develop group fitness plan			
broaden range of activities; summer sports, winter sports and individual pursuits			
demonstrate awareness of impact of diet on physical fitness			
develop individual fitness plan			
maintain physical fitness routine.			

Leisure/Recreation/Arts

NAME ____________________
DATE ____________________

The student will express himself or herself through drama.

The student will:	has mastered	still learning	needs to learn
imitate simple actions			
imitate simple sounds			
participate in dress-up activities			
participate in symbolic play			
imitate the actions of familiar animals			
imitate the actions of familiar people			
demonstrate feelings			
role play familiar routines			
participate in group activities			
demonstrate actions associated with an activity			
repeat parts of stories and verses			
portray characters from a story or play			
demonstrate a particular role from a story or play			
demonstrate emotions of characters			
participate in impromptu drama			
take part in dramatic productions			
demonstrate feelings and emotions			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts	NAME ____________ DATE ____________		
The student will develop appreciation of music.			
The student will:	has mastered	still learning	needs to learn
respond to music by facial expression, clapping, playing simple instruments			
listen to music for enjoyment			
participate in musical games			
imitate rhythmic movements			
operate cassette recorders			
play more complex musical instruments			
participate in action songs			
dance			
move to music			
understand more complex rhythm patterns			
request partner to dance			
perform contemporary dance forms			
listen to music as a source of enjoyment.			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts	NAME ____________ DATE ____________		
The student will use the public library.			
The student will:	has mastered	still learning	needs to learn
accompany others to library			
select books with assistance			
attend story time for short period			
choose stories			
listen attentively to story			
select familiar books for reading			
develop favourite categories of books			
select books from a range of topics			
select chapter books			
know who the library staff are			
select tapes, CDs and videos in library			
use public library independently			
begin to select books about areas of personal interest			
select library material other than books; e.g., magazine or newspaper articles			
understand responsibility for library materials			
understand fines for overdue/lost material			
know about and use other libraries.			

Leisure/Recreation/Arts (cont'd)

Leisure/Recreation/Arts	NAME ____________ DATE ____________

The student will participate in arts and crafts.

The student will:	has mastered	still learning	needs to learn
explore a variety of media such as paints, markers, chalk or fingerpaint			
explore gluing with a variety of collage materials			
draw simple pictures with representation; e.g., face, house, car, tree			
imitate simple crafts using cutting and gluing			
use craft materials creatively or to copy a model			
choose from several projects to make a craft			
follow several simple illustrated steps to complete a craft			
complete a project over time			
develop interest in one or more arts or crafts activities which can be done independently as an enjoyable leisure activity			
participate in arts and crafts activities sponsored by community organizations.			

Citizenship and Community Involvement

Citizenship and Community

NAME ______________________
DATE ______________________

The student will know how to conduct social interactions in the community.

The student will:	has mastered	still learning	needs to learn
express needs			
begin to recognize roles of others in community			
ask others for help when needed			
communicate needs more clearly			
communicate needs to appropriate person			
recognize role of service providers			
use appropriate language to ask for services (from clerks, food servers)			
discriminate between service providers and others			
discriminate between friends and others			
begin to settle disputes in acceptable ways			
settle disputes and disagreements in an acceptable manner			
offer to help others			
conduct social interactions in community with confidence			
recognize cultural differences in community.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ______________________

DATE ______________________

The student will demonstrate safety in the community.

The student will:	has mastered	still learning	needs to learn
obey "WALK, WAIT, DON'T WALK" signals			
obey "STOP" signal			
know meaning of "block parent"			
recognize warning sign at railway crossing			
respond to supervision			
identify safe places to play			
seek help when needed			
obey buckle up sign or command			
demonstrate safe use of play equipment, objects and materials			
recognize and understand warning and safety signs; e.g., poison, explosives, flammable, fire exit, keep out, exit only			
recognize and respond appropriately to warning signals; e.g., fire alarm, sirens, smoke alarms			
recognize emergency exits			
expand knowledge of safety associated with facilities (swimming pool, skating rink)			
know how to use 911			
care for minor injuries			
manage personal medication			
know how to set off fire alarm			
demonstrate safe riding practices.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ______________________

DATE ______________________

The student will demonstrate safety in the community.

The student will:	has mastered	still learning	needs to learn
know how to set off fire alarm			
demonstrate safe riding practices			
know sources of help in emergency situations (block parent, police, bus driver, neighbours)			
develop a home plan for fire safety			
recognize consequences of not obeying safety rules			
recognize dangers to personal safety			
know first aid procedures			
understand antidotes for hazardous products			
alert others of danger			
recognize importance of keeping equipment in good operating order			
know how to travel safely on public transportation			
teach first aid procedures to others			
understand first aid associated with hazardous products			
recognize dangerous goods routes.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ____________________
DATE ____________________

The student will use services available in the community.

The student will:	has mastered	still learning	needs to learn
accompany responsible adults to service outlets in the community			
visit health clinic with responsible adult			
attend story time at public library			
accompany others on public transportation			
deposit letter to be mailed in mail box			
purchase stamps at post office outlet			
mail letter at post office			
meet with school nurse and other medical professionals at school			
associate services available with location			
wait in line for service			
sign out selections at public library			
associate staff role with community service			
ask for help from community service personnel			
use designated change rooms in public athletic facilities			
follow current events in community paper			
use public library independently			
use change rooms independently			
distinguish between recreational activity and services related to personal health and welfare.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ______________________________
DATE ______________________________

The student will use services available in the community.

The student will:	has mastered	still learning	needs to learn
locate and use banking services			
mail parcels at post office outlet			
know from whom to seek information about the community			
use community services independently			
evaluate services provided			
use delivery service of post office			
consult doctor when necessary			
establish medical check-up routine			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ____________________
DATE ____________________

The student will know how to travel in the community.

The student will:	has mastered	still learning	needs to learn
differentiate between vehicles			
move about house, yard and school yard			
practice safety rules			
demonstrate understanding of directional terms — right, left, forward, back			
know name, address, phone number; how to use emergency services			
respond to travel commands; e.g., no standing			
recognize familiar destinations			
know safety rules associated with travel			
travel throughout the community with increasing independence			
relate mode of transpiration to planned journey			
recognize payment required for some forms of transportation			
operate traffic safety equipment			
identify own school bus			
cross street independently			
know when to refuse rides			
understand safety habits associated with riding a bike			
follow travel schedule; be at pick-up points on time.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ______________________

DATE ______________________

The student will know how to travel in the community.

The student will:	has mastered	still learning	needs to learn
respond correctly to traffic signals			
know how to seek assistance while travelling			
know route between home, school, familiar places			
travel independently throughout the community			
participate in driver training program			
use public transportation system			
understand the safety habits associated with driving a vehicle.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ____________________

DATE ____________________

The student will know how to shop for personal needs.

The student will:	has mastered	still learning	needs to learn
behave in an appropriate manner when in stores			
be aware of necessity for payment			
use facilities in proper manner			
know where needed items can be purchased within the community; within a large store			
recognize directional labels in stores			
take cue from others (lining up, standing quietly)			
select item and enact payment (item and amount are prearranged)			
request specific items in store			
locate specific aisles in stores			
complete a transaction independently			
request assistance from clerk, if necessary			
list possible purchases and prioritize items.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ______________________
DATE ______________________

The student will know how to order food in a restaurant.

The student will:	has mastered	still learning	needs to learn
indicate food choices			
stand in line with others			
deposit used food containers in supplied garbage bins			
know different types of restaurants			
verbalize food choices			
select and order food choices independently			
understand payment required			
select and obtain food items from vending machine			
make alternate choices if preference not available			
wait in line and follow line independently			
accompany peers to fast food outlet			
select, order, pay for fast food			
select broader range of food outlets to visit			
evaluate outlets			
have food preferences			
order a complete meal in restaurant.			

Citizenship and Community Involvement (cont'd)

Citizenship and Community

NAME ____________________

DATE ____________________

The student will demonstrate environmental awareness.

The student will:	has mastered	still learning	needs to learn
recognize plants and animals in the community			
dispose of litter in proper container			
develop understanding of weather and climate			
develop understanding of effect of weather and climate on safety and planned activities			
recognize natural land forms			
identify and dispose of litter			
participate in school recycling projects			
specify use for leftovers			
recognize a variety of litter containers			
identify excessive use of energy (lights left on, equipment left running)			
understand overuse threatens plants, animals and energy sources			
understand people have control over the use of energy sources			
generalize understanding of conservation			
practise conservation in personal life.			

Career Development

Career Development

NAME ____________________

DATE ____________________

The student will identify and demonstrate selected competencies needed by the world of work.

The student will:	has mastered	still learning	needs to learn
complete simple tasks			
carry out assigned classroom or in-school tasks			
complete task within a given time frame			
adapt to requirements of new tasks			
demonstrate a positive attitude about tasks			
be consistent in the performance of routine tasks			
accept direction			
develop the habit of punctuality			
carry out assigned in-school tasks			
recognize the relationship between work and earnings			
approach new tasks willingly			
consider tools and equipment needed for tasks			
self-evaluate selected task performances			
maintain specified levels of quality in assigned tasks			
observe safety rules			
maintain satisfactory personal appearance			
visit potential work sites			
identify appropriate work-site behaviours.			

Career Development (cont'd)

Career Development

NAME ______________________

DATE ______________________

The student will identify and demonstrate selected competencies needed by the world of work.

The student will:	has mastered	still learning	needs to learn
learn vocabulary of a variety of occupations			
role play occupation interviews			
complete an off-campus experience placement			
demonstrate appropriate interpersonal skills in work environments			
develop a personal resume			
complete applications for selected occupations			
complete a real or simulated occupation interview			
use the telephone in occupation search			
read and interpret help wanted advertisements			
evaluate and apply for occupational benefits			
become aware of legal rights of employees			
understand meaning of income tax			
complete income tax return with assistance			
read and comprehend payroll deduction statements.			

Career Development (cont'd)

Career Development	NAME ______________ DATE ______________		
The student will identify alternative career paths and plan for a career.			
The student will:	has mastered	still learning	needs to learn
approach simple tasks with direction			
comply with simple direction			
be aware of family members work			
recognize that different occupations require different skills			
describe occupations of family members			
describe competencies required in particular occupations			
identify jobs of interest			
obtain information about jobs of interest: e.g., entry-level requirements, wage rates			
identify own interests and aptitudes			
recognize own strengths and limitations in relation to occupation requirements			
identify a job of interest that is commensurate with interest and abilities			
seek work experience to support occupation interest			
perform volunteer tasks			
develop a career portfolio containing interests, aptitudes and evidence of career exploration			

Career Development (cont'd)

Career Development	NAME ______ DATE ______		
The student will learn to manage time.			
The student will:	has mastered	still learning	needs to learn
indicate familiarity with routines			
return to classroom quickly after recess and lunch breaks			
use words associated with time of day (morning, night, afternoon)			
respond to time signals at school			
plan free time activity			
sequence steps in simple routines			
know importance of being on time			
tell time using digital clock			
use analogue clock/watch with assistance			
complete tasks in assigned time			
help develop classroom schedule			
attend to tasks			
manage requests that result in time conflicts			
tell time from analogue clock/watch			
prepare personal time schedule			
budget time for activities			
complete time sheet.			

Section V
Other Teaching Resources

This listing is not to be construed as an explicit or implicit departmental approval for use of the resources listed. These titles are provided as a service only to assist school authorities to identify resources that contain potentially useful ideas. The responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Resources listed in this section can be ordered from the publishers. See page ESS.251 for addresses.

The Big book of scissor skills (1992) by Patricia Ling. Greensboro, NC: Carson-Dellosa Publishing Company, Inc. Order No. CD–0958.

This book provides instructions and practice for scissor readiness, pre-cutting and cutting skills. It also includes safety tips and awards.

Instructions are provided for using the large, cheerful patterns in this book to give students experience tearing, cutting and gluing. In addition, the patterns may be used to decorate bulletin boards, send notes home, add interest to flyers and worksheets, label lockers and desks and create personalized books and awards. Reproducible materials.

The Bridge reading kit (1983) by Alison Dewsbury, Jennifer Jennings & David Boyle. Toronto, ON: The Ontario Institute for Studies in Education. Distributed by Scholarly Book Services, Inc. ISBN 0–7744–0255–5.

This picture-based reading program is designed to form a bridge between the understanding of gestures, their transformation into logographs and symbols to the world of print for beginning readers. The kit contains a teachers handbook, 50 graduated readers, a complete set of pictures and two activity books. The kit is useful in teaching students prereading skills and provides a sight vocabulary of about 150 words. It also encourages students to begin to manipulate language and build their own stories. This kit can also help students understand the abstract formation of language in a black and white concrete form that they can manipulate.

Brigance™ inventory of early development (Revised) (1991) by Albert Brigance. Curriculum Associates. ISBN 1–55915–223–0.

The *Inventory of early development* (IED) revised, includes over 200 developmental, readiness and early academic skills assessments in preambulatory, gross and fine motor, self-help, speech and language, general knowledge and comprehension, social and emotional development, readiness, basic reading, manuscript writing and basic mathematics. New features of the revised edition include a social and emotional skill section, a section on comprehensive skill sequences, updated references and a testing accessories kit (blocks, scissors and manipulatives).

Brigance™ readiness: strategies and practice (1st edition) (1985) by Albert Brigance. Curriculum Associates.
ISBN 0-89187-434-8.

This resource correlates with the following Brigance assessment materials:

- Comprehensive Inventory of Basic Skills
- Inventory of Basic Skills
- Inventory of Early Development.

More than 400 developmentally appropriate skills are introduced, taught and reinforced with this teaching resource. Strategies for effective teaching are incorporated in every skill area. Each skill section includes an objective, a rationale, a skill sequence, teaching recommendations and indications of possible learning difficulties. A wide variety of multimodality practice activities offers many choices to meet individual needs. Skill areas taught are general knowledge and comprehension, gross-motor skills, fine-motor skills, self-help skills, visual-motor/visual discrimination skills, general readiness skills and early reading, writing and math skills.

The Carolina curriculum for infants and toddlers with special needs (2nd edition) (1990) by Nancy Johnson-Martin, M. A. Attermeier & B. Hacker. Baltimore, MD: Paul H. Brookes Publishing Co.
ISBN 1-55766-032-8.

This guide provides curriculum suggestions for children between the ages of two and five who are considered at risk for developmental delay or who exhibit special needs. Five domains of development (gross motor, fine motor, cognitive, language, social/self help) are delineated into 25 subdomains. Detailed teaching and assessment techniques are provided. Group activity suggestions are provided for each skill. A 28-page Assessment Log, which can be purchased separately, provides a recording system to chart a student's progress.

Community-based curriculum: instructional strategies for students with severe handicaps (1989) by Mary A. Falvey. Baltimore, MD: Paul H. Brookes Publishing Co.
ISBN 1-55766-023-9.

This textbook offers teachers, administrators, therapists, counsellors and others various clearly presented updated strategies and materials for community-based instruction. It includes information on improving curriculum, establishing priorities, focusing on instructional issues and determining the how, where and why of a particular activity.

Creative play activities for children with disabilities: a resource book for teachers and parents (1989) by Lisa Rappaport Morris & Linda Schultz. Champaign, IL: Human Kinetics Books.
ISBN 0–87322–933–9.

This book has been designed to promote the development of young children with disabilities through play and games. It contains hundreds of activities, games and directions for making simple homemade toys for students with mild to severe disabilities ranging in age from birth to eight years. Each chapter focuses on a particular "world" or activity theme, such as sensory, motor, water and outdoor play. Each activity lists detailed directions, the items needed, the activity benefits and possible adaptations for different disabilities.

The Creature games (1993) by Mary S. Wilson. Winooski, VT: Laureate Learning Systems, Inc.

Creature games are computer programs designed for individuals with severe/profound disabilities, including those functioning below nine months of age. Users activate the Apple, MacIntosh or IBM programs with a keyboard, touch screen, single switch or a mouse.

Creature capers, *Creature features*, *Creature antics* and *Creature cartoons* are designed to introduce and reinforce cause-and-effect, turn-taking and the use of a single switch.

Creature chorus offers six games for single switch and six for touch screen that introduce the concepts of cause-and-effect, switch use, visual tracking, discrete pointing and turn-taking.

Creature magic has four games that introduce important language and cognitive concepts.

Developing health skills: 153 activities for teaching non-readers (1987) by David A. Birch. J. Weston Walch, Publisher; Mind Resources.
ISBN 0–8251–1214–1.

This resource is designed to assist teachers in developing quality health education programs to enable students to develop the knowledge, skills, attitudes and independence to maintain a healthy lifestyle. Seven skill areas are addressed: understanding the body, self-care, fitness and nutrition, mental health, family life and sexuality, drug and alcohol decisions, safety and injury control. This resource could be used as a supplement for home economics, science, physical education and portions of the elementary curriculum. Skill inventories, general teaching suggestions, actual teaching activities, and strategies for involving parents are provided. This teaching resource is for use with students with little or no reading ability for Grades 6 and up and includes 119 reproducible teaching pictures.

Donald's fire drill (1991). Walt Disney Educational Productions. Available from Magic Lantern Communications Ltd.

In this videotape, two children match wits and fire safety knowledge with Donald Duck on his comical quiz show "Donald's Fire Drill." Viewers learn safety tips and techniques that will enable them to act safely during a fire at home.

Early communication skills (1991) by Charlotte Lynch & Julia Cooper. England: Winslow Press. Distributed by Monarch Books of Canada. ISBN 0-86388-096-7.

Early communication skills is a resource for professionals looking for new educational and therapy ideas in their work with preschool children and their parents. Some sections will be of particular interest to those working with children who are hard of hearing – an area in which both authors specialize.

More than 100 communication-based activities provide a practical framework on which to plan programs of work and therapy. All ideas are practical and were developed by the authors from their joint working experience. Based on 100 copyright-free activity sheets designed to be handed to parents for work in the home and to other key workers to encourage continuity and teamwork, the loose-leaf format has been developed to reflect the highly practical content.

Educating children with multiple disabilities: a transdisciplinary approach (1991) by Fred P. Orelove & Dick Sobsey. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-077-8.

This text uses the transdisciplinary team model in a functional array of assessment, intervention and evaluation techniques. It includes materials for enhancing the functional abilities of students with multiple disabilities, effectively integrating health care and education programs, communication alternatives and personal care and grooming.

Functional living skills for moderately and severely handicapped individuals (1985) by Paul Wehman, Adelle Rezaglia & Paul Bates. Austin, TX: Pro-ed. Kitchener, ON: Mind Resources Inc. Product No. 1289.

This book describes how functional and age appropriate programs can be implemented for adolescents and adults. It addresses what skills should be taught, why they are important and how they can best be taught. Areas of focus include domestic living, community mobility, social interaction training, leisure skill instruction, vocational training and advocacy. Each chapter provides instructional guidelines.

How to get along on the job (1985) by Terry Leonard. J. Weston Walch. ISBN 0-8251-1579-5.

A self-directing program to help young people develop the acceptable occupation attitudes and behaviours needed when they enter the world of work. The program contains a cassette, 45 blackline masters and a teacher's guide. It covers topics like how to get along with supervisors and co-workers, anticipate and solve on-the-job problems. This is suitable for individual or group instruction and is written at a Grade 2-3 reading level.

I Can physical education: sport, leisure and recreation (1979) by Janet A. Wessel. Austin, TX: Pro-ed. (Team Sports: Product No. 3741; Outdoor Activities: Product No. 3770; Dance and Individual Sports: Product No. 3750; Backyard/Neighbourhood Activities: Product No. 3760. Complete four-unit kit: Product No. 3740.)

This adaptive physical education program is an objective-based system for individualizing instruction. There are four units: Team Sports, Dance and Individual Sports, Outdoor Activities and Backyard/ Neighbourhood Activities. The program is designed to help students develop the basic physical skills necessary for functional participation in play and leisure activities. Can be used with children, adolescents and adults with special needs.

The IEP companion (1992) by Carolyn C. Wilson, Janet R. Lanza & Jeannie S. Evans. East Moline, IL: Linguisystems. ISBN 1-55999-222-0.

This resource includes individual and classroom objectives for:

- early language
- vocabulary and semantics
- syntax and morphology
- pragmatics and social language
- thinking and problem solving
- listening for information
- articulation and phonology
- voice and fluency.

This resource can be used to structure therapy and create lesson plans.

I'm no fool series (1992) by Walt Disney Productions. Langley, BC: Magic Lantern Productions.

Disney's most popular safety video series, with awards from the National Safety Council, American Automobile Association and International Festival of Red Cross and Health Films. Jiminy Cricket is the safety instructor as he gives life-saving lessons on: developing personal skills, staying safe in traffic, taking playtime precautions, being aware of hazards and developing responsibility for one's own behaviour.

I'm no fool in a car — A story with practical safety facts. Two young earthlings offer an alien visitor expert advice on staying safe in and around automobiles. (15 minutes, live action)

I'm no fool in an emergency — When a policeman sustains a head injury in pursuit of their extraterrestrial friend Screech, Ben watches over the unconscious officer while Lisa and Screech head for a phone to dial 911. (13 minutes, live action)

I'm no fool in unsafe places — Special effects and Disney animation combine to deliver essential safety information about swimming pools, street corners and railroad crossings. (15 minutes, live action)

I'm no fool with safety at school — With the advice of Jiminy Cricket, Pinocchio goes to an elementary school to learn about safety on the playground and in the classroom from his classmates and teacher. (13 minutes, live action)

Keeping house. Windsor, ON: Attainment Co.

An introductory housekeeping and domestic skills program. Teaches key routines in sequence, like clearing the table, putting leftovers away and washing dishes.

Picture set — Teaches domestic skills step-by-step by following picture sequences. Simply arrange activities in order, place them in a pocketbook or on display pages and perform them at the site where they occur. Includes routine cards, pocketbook, display pages and illustrated step pages.

Curriculum — Sets lesson plans and shows how to use materials. Training strategies are easy to follow with clear directions and task analyses. Has supportive materials, such as home contact and questionnaire forms, goal and assessment sheets and progress reports. Includes instructor's guide and resource file.

Video — Mary and friends plan a party but find they have a lot of preparing to do first. They have to clean the house, buy party supplies and get dressed up. Domestic skills performed correspond to the curriculum. Motivational video blends entertainment with instruction.

The Language of toys (1988) by Sue Schwartz & Joan E. Heller Miller. Downsview, ON: Monarch Books of Canada (Woodbine House, U.S.A.). ISBN 0-933149-08-5.

This book explains to parents and teachers how to use everyday toys, both manufactured and homemade, to create activities that stimulate special needs children to develop and improve their language skills.

Learn to cut (1987) by Robin R. Wolfe. Tucson, AZ: Communication Skill Builders. ISBN 0-88450-994-X.

This developmentally sequenced program teaches cutting skills and shape recognition simultaneously. In Part 1, eight types of cutting skills are presented in a hierarchy of steps. For each task, IPP objectives are stated and pre- and post-tests worksheets and recording sheets are given. Part 2 contains patterns for 61 individual art projects, including 25 holiday cutting activities. All materials are reproducible.

Lee, the rabbit with epilepsy (1989) by Deborah M. Moss. Downsview, ON: Monarch Books of Canada. ISBN 0-933149-32-8.

This book tells the story of Lee and her family as they face the challenges of epilepsy. From Lee's first seizure and initial visits to the doctor, through her diagnosis and treatment, the book explains epilepsy directly to children — not only to the child who has epilepsy, but to brothers, sisters and friends as well. The story of Lee reassures the entire family with a positive yet realistic look at epilepsy.

Life centered career education: a competency based approach (4th edition) (1993) by Donn E. Brolin (ed.). Reston, VA: The Council for Exceptional Children. ISBN 0-86586-241-9.

This text provides the framework for building a comprehensive and systematic effort for infusing LCCE skills into academic subjects. The guide contains the most current set of transitional objectives and units for the 97 LCCE subcompetencies. Includes the Competency Rating Scale and IPP

Forms with transition components. This updated 1993 version keeps all the familiar components of earlier editions but also includes essential references to the Complete LCCE Package, the new LCCE Video-Training Package and transition requirements for the IPP.

Life skills activities for special children (1992) by Darlene Mannix. The Center for Applied Research in Education, Business Information and Publishing Division. ISBN 0-87628-547-7.

This resource provides a collection of practical, easy-to-use, open-ended activities to assist in teaching life skills to students with special needs. Skills required for independent living are addressed including: basic survival skills, personal independence and getting along with others. Materials could be used as a social studies unit for younger students, portions could supplement current events for older students, oral discussion or thinking time, social skills training, as well as specific academic needs such as vocabulary enrichment or reading. Over 100 ready-to-use lessons and reproducible blackline master worksheets are provided.

Life skill games series I. Windsor, ON: Attainment Co.

Eight games add to the life skills curriculum and can be used at school or home. Every game includes a program guide, workbook and game materials. For upper elementary to senior high school classes.

All about you game — Features interpersonal skills like introducing yourself and respecting others.

Behavior skills game — Features self-control strategies and being responsible.

Community skills game — Features safety signs, finding a restroom and other essential community skills.

Cooking class game — Features kitchen safety, sanitation and food preparation skills.

Eating skills game — Features table manners and mealtime conversation.

Looking good game — Features personal appearance skills.

Workplace skills game — Features social skills needed at work.

You tell me game — Features personal information like knowing your address.

Looking good. Windsor, ON: Attainment Co.

An introductory personal care program, ideal for nonreaders in Grades 1–12. Teaches routines in sequence like washing hands, brushing teeth and combing hair.

Picture set — Illustrated cues teach users self-care skills step-by-step by following picture sequences. Simply arrange activities in order, place them in a pocketbook or on display pages and perform at the site where they occur. Includes routine cards, pocketbook, display pages and illustrated step pages.

Curriculum — Sets lesson plans and shows how to use materials. Training strategies are easily implemented by following clear directions and task analyses. Has supportive materials, like home contact and questionnaire forms, goal and assessment sheets and progress reports. Includes instructor's guide and resource file.

Video — Mary and friends meet for pizza after school. Viewers see the steps each takes to get ready for their rendezvous. Personal care skills performed correspond to the curriculum. Motivational video blends entertainment with instruction.

Look 'n cook (1985) by Ellen Sudol. Verona, WI: Attainment Company Inc., Educational Training Materials.

This program consists of a cookbook, lesson plans and two videos. Each is available separately. *Look 'n cook* features step-by-step, picture-based instruction for 80 recipes. Lesson plans include instruction on how to set a table, serve the food, safety tips, proper use of kitchen equipment, cooking terms and meal planning. Videos supplement the lesson plans.

My paint and talking coloring books (1994). Winooski, VT: Laureate Learning Systems, Inc.

My paint is an easy-to-use Apple or IBM computer drawing program that enables students with disabilities to create beautiful, personalized artwork. Large menu icons offer a variety of colours, different brush sizes, a mirror option, a fill tool, an eraser and many other special effects. Press on the mouth icon and it even talks!

The *Talking Coloring Books* computer programs provide a straightforward way to reinforce vocabulary and language concepts. Children can use either a touch screen or a mouse to access the programs.

My town: language activities of daily living by Barbara Couse Adams. Distributed by Insight Media Centre. ISBN 1-56405-033-5.

This program offers a motivating way to learn language commonly used in a community. Each of the four activities can be carried out in six familiar settings: doctor's office, dentist's office, restaurant, park, city neighbourhood and suburban neighbourhood. It familiarizes children and adults with over 100 items in their community.

Passports to independence. Milwaukee, WI: Crestwood Company, Communication Aids for Children and Adults.

These resources are tools for providing increased opportunities for communication, vocabulary building and identification, classification skills, sequencing and can be useful as memory aids. This series of pictures include: Fast Food Passport, 44 pictures useful for ordering food; Casual Dining Passport, 135 restaurant pictures; Supermarket Pictures, 315 pictures of common products; Personal Needs Passport, 47 pictures of clothing and personal items; Shopping Center Passport, 270 pictures of items purchased in a variety of stores; School Passport, basic vocabulary of schools; and Recreation Passport, 225 pictures related to sports and recreation.

Picture prompt cards. Windsor, ON: Attainment Co.

These illustrated cards can be used to make a picture list of things to do, or as communication cues. Useful for making shopping lists, personalized picture menus and personal care routines or making a picture schedule covering all the day's activities.

Includes 240 Shopping Cards, 144 Select-A-Meal Cards and 192 Daily Activity Cards; marking set; storage boxes. Grades 1–12.

Pre-dressing skills (1983) by Marsha D. Klein. Tucson, AZ: Communication Skill Builders. ISBN 0–88450–868–4.

This workbook is designed for preschool and special education teachers, occupational and physiotherapists and nurses to use as a self-teaching tool. The manual discusses the developmental sequence of learning specific dressing and undressing skills. It provides practical, task-analyzed teaching techniques and describes adaptive techniques and equipment available for students and adults with physical disabilities.

Pre-scissor skills (1990) by Marsha D. Klein. Tucson, AZ: Communication Skill Builders. ISBN 0–88450–967–2.

The author discusses the developmental stages of scissor use and explains how to assess each student's skill level so that instruction can be targeted to the current level of performance. She shares techniques and adaptations, and describes games and activities in which students can practise scissor skills. Guidelines are given for drawing up an individual pre-scissor program for each student. Reproducible materials.

Pre-writing skills (1990) by Marsha D. Klein. Tucson, AZ: Communication Skill Builders. ISBN 0–88450–822–6.

The author discusses the developmental stages of writing and explains how to assess each student's skill level so that instruction can be targeted to the current level of performance. She shares techniques and adaptations, and describes some activities in which students can practise pre-writing skills. Guidelines are given for drawing up an individual pre-writing program for each student.

The Special artists' handbook (1984) by Susan Rodriguez. Distributed by Addison-Wesley Publishing Ltd. ISBN 0–86651–476–7.

This *Handbook* is organized for easy use into four major sections:

I – THE HANDICAPS. Information identifying the characteristic traits of major handicapping conditions.

II – ART ACTIVITIES. More than 50 detailed projects with specific suggestions for tailoring them to each exceptionality.

III – ADAPTIVE AIDS AND MATERIALS. Instructions for easy-to-make aids that enable students with disabilities to participate in lessons, plus materials for sensory and tactual enrichment.

IV – THE ART CLASSROOM. Discussion of important environmental accommodations, including furniture, lighting, tools, equipment, storage and display requirements, as well as critical safety concerns.

Steps to independence: a skills training guide for parents and teachers of children with special needs (1989) by Bruce Baker, Alan Brightman, Jan Blacher, Louis Heifetz, Stephen Hinshaw & Diane Murphy. Baltimore, MD: Paul H. Brookes Publishing. ISBN 1–55766–006–9.

This resource offers a step-by-step approach for teaching students with disabilities the get-ready, self-help, toilet training, play, advanced self-care, home-care and information skills that are necessary for independence. Case examples, sample activities and timesaving record-keeping forms are provided. Instructional strategies, specific activities and behavioural management strategies are featured.

The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities (1989) by Alison Ford & Roberta Schnorr (eds.). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1–5576–027–1.

This curriculum is suitable for students from kindergarten through age 21. Practical implementation strategies are included to assist in the teaching of skills that are directly related to the expectations and demands of the community in the context of integrated school settings. The principles of individualized instruction and home-school collaboration are vital components. The scope and sequence charts included in each community living chapter provide a framework for the selection of goals, within typical age expectations, noting when instructional opportunities most naturally occur and can reasonably be incorporated into a student's program. A detailed application is provided in the book's companion volume, the *Syracuse curriculum revision manual*, available separately.

Systematic teaching and educational planning manual: teacher resource (1989) by Edmonton Public Schools. Edmonton, AB: Edmonton Public School District No. 7.

The manual provides strategies for the assessment of educational needs, instructional methods, task analysis, student recording, classroom organization, building the classroom team, community based instruction and five approaches to the management of behaviour.

Talking pictures. Milwaukee, WI: Crestwood Company, Communication Aids for Children and Adults.

Talking pictures is designed to provide a basic means of communication for individuals who have difficulty expressing their needs orally and cannot be understood by others. The pictures can also be used as a tool to improve auditory and visual comprehension. These pictures are available in picture card format or in sticker format. Kit I contains 115 functional picture cards illustrating survival living needs. Kit II contains 220 picture cards of school and community needs. Kit III contains vocabulary related to food, clothing and shelter. Plastic picture holders, a variety of portable books and communication boards for displaying the symbols are also available. These pictures are also useful in conjunction with the *Bridge reading kit* for developing functional reading skills.

Touch math: the touchpoint approach to teaching basic math computation (4th edition) (1991). Colorado Springs, CO: Innovative Learning Concepts, Inc. Phone 1–800–888–9191, Colorado Springs, Colorado, for a free catalogue and a free viewing of the *Touch math* video training tape.

Touch math emphasizes multi-sensory learning to introduce math concepts to students.

This edition has been expanded to include nine kits, one each for number concepts, addition, subtraction, sequence counting, multiplication/division, place value, shapes and sizes, time and money. Together they incorporate over 1 500 fact mastery activity masters and teaching aids, all designed to make math a positive, non-threatening and active experience.

Each kit consists of sets of blackline masters, progress tests complete with answer keys, fact activity mastery pages and other teaching aids, a Kit Guide and a Touch Math Instruction Manual. Their contents are organized into four sections: Primary Activity Masters, Ancillary Activity Masters, Teaching Aids and Reference Documents.

Wings to fly (1993) by Sally D. Bailey. Distributed by Monarch Books of Canada. ISBN 0–933149–58–1.

This is a handbook for special education and drama teachers at the elementary through high school levels. It describes practical techniques and lesson plans to teach drama to students with a wide array of special needs in an academic and theatre setting. Readers also learn about the therapeutic and educational benefits of theatre arts – how children and young adults gain self-confidence, sharpen their communication skills, discover how to be team players and find new ways to express themselves.

Section VI
Publishers' Addresses

Addison-Wesley Publishing Ltd.
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P.O. Box 580
Don Mills, ON M3C 2T8
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Company, Inc.
P.O. Box 35665
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USA
Telephone: (910) 632-0084

The Center for Applied Research
in Education
P.O. Box 430
West Nyack, NY 10994
USA
Telephone: (201) 767-5937

Communication Skill Builders
a division of the Psychological
Corporation
Canadian Distributor:
Harcourt Brace Company Canada Ltd.
#55 Horner Avenue
Toronto, ON M8Z 4X6
Telephone: 1-800-387-7278

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
USA
Telephone: (703) 620-3660

Crestwood Company
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6625 North Sidney Place
Milwaukee, WI 53209-3259
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Curriculum Associates
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Telephone: 1–800–404–7404

The Ontario Institute for Studies
in Education (OISE Press)
252 Bloor Street West
Toronto, ON M5S 1V6
Telephone: (416) 926–4723

Paul H. Brookes Publishing Co.
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Mississauga, ON L4W 4P7
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1–800–263–4374

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USA
Telephone: (201) 592–2000

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Toronto, ON M6R 3A5
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Suite 403, 77 Mowat Avenue
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Telephone: (416) 533–5490

Technical Resources Centre
200, 1201 – 5 Street S.W.
Calgary, AB T2R 0Y6
Telephone: (403) 262–9445

Section VII
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[3] "Getting started with augmentative communication," by N. A. Chedd, 1995, *Exceptional Parent*, *25*(5), pp. 34–35.

[4] *Training in the teaching research based model*, by H. D. Fredericks, Monmouth, OR: Instructional Development Corporation.

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[8] ECSS Educational and Counselling Support Services (1995).
11232 – 100 Avenue, Edmonton, AB T5K 0H9.
Telephone: (403) 482–3277.
Contacts: Dr. Graham Ross or Patricia Schuster.

[9] ECSS Educational and Counselling Support Services (1995).
11232 – 100 Avenue, Edmonton, AB T5K 0H9.
Telephone: (403) 482–3277.
Contacts: Dr. Graham Ross or Patricia Schuster.

[10] *Best practices in mild mental retardation* (p. 349), by J. R. Patton, E. A. Polloway, G. A. Robinson and L. R. Sargent, 1989, Reston, VA: Council for Exceptional Children.

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